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THE UNIVERSITY OF ALBERTA
A STUDY OF COMMON ERRORS
ON FRENCH 200
FINAL WRITTEN EXAMINATIONS

by
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A THESIS
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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "A Study of Common Errors
on French 200 Final Written Examinations" submitted by
Allan Ballah in partial fulfilment of the requirements
for the degree of Master of Arts.

Abstract

This study shows the frequencies of the common errors made by students on French 200 final written examination papers in 1962 and 1963. The proportions of these errors have been compared to find out if a significant difference exists between the two years under the assumption that, for the most part, the errors are in the same proportion year after year. These errors have also been tested to discover if students who make one type of error also tend to make certain other errors.

The results show 21 categories of errors with an error percentage higher than the average error percentage of 25%. Of the 12 types of errors with the highest frequencies, 9 involve verbs or verb tenses. Highest on the list, whose range is from 69.4% to 33.7%, is the use of the imperfect, followed by the use of devoir, the future after quand, the subjunctive, pouvoir, the pluperfect, the conditional perfect, the agreement of the passé composé and the use of the present tense for an action which started in the past and is still going on. The other three difficult items ranging from 56.9% to 37% are the relative pronouns, the agreement of the adjective and the use of de alone before an adjective. Over half of all the errors considered were in the same proportion in the two years. It was also found that students who make one type of error do tend to make certain other errors which fall into clusters as shown in Part II of this study.

The results of this study should be of interest to all teachers of French 200 and all those using the textbook, Reflex French, or any similar structural approach.

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A. B.

TABLE OF CONTENTS

	<u>Page</u>
Introduction.....	1
PART I The Sources of Error.....	5
The Definite Article.....	5
The Pronouns and Interrogative Adjectives.....	7
The Partitive and The Invariable Adverbial Pronouns <u>Y</u> and <u>EN</u>	14
The Adverb.....	16
The Adjective.....	18
The Comparison.....	18
Numbers.....	19
Uses of the Verb.....	19
Vocabulary.....	31
PART II Statistical Analysis.....	34
Difference of Proportions.....	34
Relationships.....	41
Clusters of Errors.....	59
PART III Results.....	61
Conclusions.....	67
Bibliography.....	69
Appendix I.....	70
Appendix II.....	76
Appendix III.....	89

INTRODUCTION

This study originated as a result of observations made by the more experienced professors teaching French 200 that, with the application of a structural approach, the kinds of mistakes made by students in written final examinations were changing in character year by year. They had observed that fewer and fewer errors were made by students trying to write English constructions with French words and that the amount of utter nonsense found in the grammar section of the final examination paper in French 200 was greatly decreasing. It was at first hoped that we could go back a few years and compare the results of older examination papers with those of 1962 and 1963. However, the older papers were no longer available. Thus, although we can not prove that the mistakes have changed over the years, we can show what the most frequent errors are today. It will also be shown whether or not the mistakes are in the same proportion in the two years under consideration and whether or not the same students who make one type of mistake also tend to make any one of 48 other types of errors.

As mentioned above, we were fortunate enough to have the final examination papers from 1962 and 1963 for our investigation. However, it is unfortunate that the examinations were not set up to suit the investigation. We thus had to make the investigation to suit the grammar section of the two papers. As many comparable items as possible were chosen for examination, but it must be remembered that some comparable items appeared in more difficult sentences from one year to the next and this will no doubt account for

some discrepancies in the error percentages found.

In all there was a total of 677 papers written for the two years, 1962 and 1963. (The grammar section of these papers will be reproduced in appendix I.) It was decided to reduce this number to a total of 500 papers, 250 papers from each year, keeping the percentage of firsts, seconds, thirds and failures the same in the sample 500 as in the original 677.

The results of the 1961-1962 final examination in French 200 showed the following number and percentage of firsts, seconds, thirds and failures:

I	28	8.6%
II	98	30.0%
III	113	34.7%
F	87	26.7%

To determine the number of firsts etc. in the sample of 250 for 1962 the percentage for each class or group was multiplied by 250 giving the following:

number of firsts	= .086 X 250 = 21.5 or 21
number of seconds	= .300 X 250 = 75.0 or 75
number of thirds	= .347 X 250 = 86.75 or 87
number of failures	= .267 X 250 = 66.75 or <u>67</u>
total	250

The 1962-1963 examination produced the following arrangement:

I	48	12.2%
II	121	30.8%
III	139	35.4%
F	70	21.4%

The same procedure was again carried out giving the following sample sizes:

number of firsts	.122 X 250 = 30.5 or 31
number of seconds	.308 X 250 = 77.0 or 77
number of thirds	.354 X 250 = 88.1 or 88
number of failures	.214 X 250 = 53.5 or <u>54</u>
total	250

The papers were then sorted by years into piles of firsts, seconds, thirds and failures. From these piles was selected at random the required number of papers for each sample size as calculated above. The grammar section of each paper was then examined and the errors were noted under the various headings as shown in Appendix II. The different categories of error follow as closely as possible the table of contents on page ix of the textbook, Reflex French¹, using the title of the lesson and the different grammar rules involved as headings.

Part I of this study will show what precisely the common errors are and their frequency. Wherever possible, the obvious reason for the error will be noted. Mistranslations which are not grammatical in French will be indicated by the sign # preceding the incorrect translation made by the student. In Part II, the data will be subjected to statistical analysis, in order to discover whether there are any significant differences in the frequencies of the errors from one year to the next, and to discover

1. E. J. H. Greene, Manoël Faucher and Dennis M. Healy, Reflex French (Toronto, 1960).

whether a student who made a certain type of error tended to make certain other errors. Part III, Results, may indicate that, from the point of view of the instructor using Reflex French or any similar type of text and who wishes to use his teaching time and examining procedures more effectively, continuing studies of this kind would be useful and may also indicate the direction in which such studies should be pointed.

PART I

THE SOURCES OF ERROR

1. The Definite Article

a) To generalize a noun.

There were two sentences on the 1962 final examination paper which tested the student's knowledge of the use of the definite article to generalize a noun. First, in sentence 10. Les cinémas sont fermés le samedi. and then in sentence 19. Aimez-vous la bière? The first sentence was not much of a challenge and all students could correctly use the definite article here. However, 68 students made a mistake in sentence 19. Those who made errors usually confused the definite article with the partitive and wrote #Aimez-vous de la bière? instead. The two sentences taken together give an error percentage of 13.6%.

This particular use of the definite article was tested only once in 1963 in sentence 48. Nous avons étudié le français pendant deux heures hier soir.. Forty-five students or 18% made a mistake with the definite article. The mistake was the omission of the definite article altogether either through an association with English we studied French or through association with a phrase like nous parlons français in which the definite article may be left out. It is interesting to note that only 12 students spelled français with a capital F instead of a small f.

b) Before geographical names.

An exception to this usage, the omission of the definite article after de when it is followed by feminine names of countries, was tested in 1963 in sentence 35. D'où venez-vous? D'Angleterre..

Ninety students or 36% made a mistake here and used the definite article #De l'Angleterre.

The use of à alone to translate to, at or in for cities was tested in both 1962 and 1963. It appeared once on the 1962 paper in sentence 1. Voici une conversation entre deux étudiants étrangers à Edmonton., and twice on the 1963 paper in sentence 21. Depuis quand êtes-vous à Edmonton? and in sentence 39. Quel temps faisait-il à Banff hier?. In 1962 25 students or 10% made a mistake. There was an error percentage of 11% in 1963 in the two sentences. The usual mistake was made in replacing à by au, à l' or dans.

c) Before titles.

Two sentences required the definite article before titles in 1962: sentence 34. Il était deux heures moins le quart et le professeur Bonnot n'était pas encore arrivé. and sentence 46. Puis le professeur Bonnot est arrivé et.... A mistake with the definite article was made 17.8% of the time. In 1963 43 students or 17.2% left out the definite article in sentence 41. Le professeur Fabre sera de retour dans une demi-heure..

d) Avoir soif, avoir mal.

These expressions are mentioned at this time under the general heading of the definite article because they are presented in Reflex French in Lesson XI, the third lesson on the definite article. Avoir soif was tested in 1962 in sentence 19. Aimez-vous la bière? J'ai soif.. Only 4 students or 1.6% did not know this expression. Students had a little more difficulty in 1963 with avoir mal. This was tested in sentence 11. Je ne pouvais pas sortir, j'avais mal à la gorge.. Twenty-eight

students or 11.2% made a mistake. The usual mistake, of course, was a word for word translation. #J'ai un mal de gorge. was often substituted or else #J'avais un mal de gorge. where at least the tense was correct.

e) Before parts of the body.

Although it was tested only in 1963, it would appear that the use of the definite article in referring to parts of the body does not cause students too much trouble. Sentence 9. Quand vous êtes-vous fait couper les cheveux? required this use of the definite article. Only 14 students or 5.6% made a mistake with the definite article in this sentence. They substituted the possessive vos for les.

f) With days of the week.

The final use of the definite article to be considered is its use to translate English on before days of the week. This appeared twice on the 1962 paper, in sentence 10. Le samedi. and in sentence 11. Le dimanche.. When we consider both sentences, we find a percentage error of 14%. The opposite use, the omission of the definite article before a day of the week used in the singular, was asked for in 1963 in sentence 34. Nous devions partir samedi, mais nous sommes restés chez nous.. Ninety-six students or 38.4% made a mistake here and used le, associating on Saturdays with on Saturday.

2. The Pronouns and Interrogative Adjectives

a) The indirect object pronouns.

The indirect object was tested 4 times on the 1962 paper:

in sentence 35. Qu'est-ce qui lui était arrivé?, sentence 41. Il n'avait pas le toupet de lui dire cela!, sentence 43. Elle a dit que c'était lui qui lui devait des excuses. and sentence 44. Lui a-t-il dit d'aller voir le Doyen?. In all there were 297 errors which gives an error percentage of 29.7%. One hundred and twenty mistakes were caused by the sentence containing dire. In translating her the students used the direct object la instead of the indirect object lui. The remaining errors were fairly evenly divided between sentence 35 and sentence 43. The direct object was once again used in sentence 43 and sometimes in sentence 35. The usual mistake in sentence 35, however, was a word for word translation involving an attempt at a disjunctive pronoun.

#Qu'est-ce qui était arrivé à lui? was a common translation.

In 1963 the indirect object was tested only once in sentence 25. Allons le leur demander.. Forty-three students or 17.2% made a mistake and used les for leur.

b) The direct object pronouns.

In 1963 the direct object was tested in sentence 25 as shown above as well as in two other sentences: sentence 17. Si j'avais su, je ne l'aurais pas fait. and sentence 23. Ne l'écoutez-vous jamais?. There were 102 errors in the three sentences or 13.6%. Of the 102 mistakes made, the use of the direct object with écouter accounted for 67. That is, 26.8% of the students used an indirect object with écouter. In the other sentences the usual mistake was the omission of the direct object altogether.

c) The order of pronouns.

Only one sentence in 1962 called for the order of pronouns, and it is far from an ideal sentence. Many students translated sentence 41 as Il n'avait pas le toupet de le lui dire!, using le instead of cela. This was the only chance to check the order. In any case, there were 69 errors or 27.6% of the students. This percentage is supported by the one found for the students in 1963. The order of pronouns was tested twice in 1963 in sentence 25. Allons le leur demander. and in sentence 19. Qui vous l'a dit?. 166 errors were made for an error percentage of 33.2%. Most of the mistakes were made in the order of le leur, but a few students did write #Qui le vous a dit?.

d) The disjunctive pronouns.

Sentence 43, Elle a dit que c'était lui qui lui devait des excuses., was the only sentence which required the use of the disjunctive pronoun in 1962. Only 36 students or 14.4% could not correctly use the disjunctive lui in this sentence. Three sentences called for the disjunctive pronoun in 1963: sentence 1, C'est lui le gagnant., tested the use of the disjunctive for stress; sentence 5, Paul et moi, nous arriverons le 12 vers midi., tested the use of the disjunctive in compound subjects; and sentence 28, Elle conduit beaucoup plus vite que lui., tested its use after que. Only one student made a mistake in sentence 5 and wrote #Paul et je.... The other 112 mistakes were fairly evenly split between sentence 1 and 28. The 113 errors in the three sentences give an error percentage of 15%. Il was the pronoun that was usually substituted for lui.

e) The possessive pronouns.

Students have much less difficulty in learning the possessive pronouns in French. Three possessives were possible on the 1962 paper: le vôtre or le tien, leurs and votre. In all 49 mistakes were made for a percentage error of 5.7%. The possessive also appeared 3 times on the 1963 paper. Son was required twice, and un de vos amis once. There were 52 errors or 6.8%. Le was used in sentence 10. Quand son train arrive-t-il? a few times. Three students wrote #un ami de vos and others used #votres for vos.

f) The relative pronouns.

Of the relative pronouns, those taught in Lesson XXVII of Reflex French are by far the most difficult. The relative pronoun, lesquelles, object of a preposition proved to be the most difficult. One hundred and seventy-three students or 69.2% made a mistake in sentence 15 in 1962, Ce sont des difficultés auxquelles vous vous habituerez.. In 1963 148 students or 59.2% made a mistake in a similar sentence, number 12, Ce sont des choses auxquelles il s'habituera..

Ce qui, relative pronoun subject, tested only in 1963 in sentence 32. Je ne sais pas ce qui vous arrête.., was also difficult. Using qui for ce qui was the usual mistake. One hundred and thirty-five students or 54% could not use ce qui correctly. The same percentage made a mistake with the use of dont, which is presented in Lesson XVII and was tested in 1963 in sentence 4. Où est le livre dont vous me parliez?

Que, relative pronoun object, presented less of a problem. Five sentences called for the use of que in 1962 and all 5 con-

tained the English word that. Only 63 errors were made in all or 5%. Half of the errors were made by students who failed the examination. Que was also tested in 1963, but here the relative pronoun was omitted in the English sentence. The sentences requiring que were: 29. C'est le meilleur livre que nous ayons jamais lu. and 50. Où sont ces cigarettes que vous m'avez achetées hier?. These sentences proved to be twice as difficult as those on the 1962 paper. The most common error was a word for word translation in which que was omitted altogether. There were 56 errors which gives a percentage of 11.2%.

Qui, relative pronoun subject, was tested only once in 1962, and it was not a real test for qui. The sentence was Here he comes., which some students translated as Le voici. and others as Le voici qui arrive.. In any case, only 11 students used que for qui which gives 4.4%.

g) The pronoun subject On.

On also did not prove to be too difficult. In 1962 it was tested in sentence 27. Il faut parler distinctement afin que l'on vous comprenne.. Twenty-eight students or 11.2% made a mistake with on. In 1963 sentence 26, Que feriez-vous si on vous donnait mille dollars?, required the use of on. Very similar results were obtained. Thirty-two students or 12.8% made a mistake.

h) The interrogative pronouns and interrogative adjectives.

A similar pattern emerges for the interrogative pronouns as that found for the relative pronouns. That is, two are relatively easy while one like lesquelles causes most of the difficulty.

Qui, interrogative pronoun subject, was not tested in 1962, but was required in 1963 in sentence 19. Qui vous l'a dit?. Only 10 students or 4% made a mistake and used que.

Que or qu'est-ce que, interrogative pronoun object, was also tested once in 1963 in sentence 15. Que faisait-il là à cette heure?. Results were very similar to those for qui?. Twelve students or 4.8% made an error. The same is true of the results for que in 1962. It was tested 5 times in sentence 5, 7, 8, 17 and 39. There were 73 mistakes in all for a percentage of 5.8%.

Qu'est-ce qui, subject of the verb, is the interrogative pronoun that proved to be the most difficult in both 1962 and 1963. In 1962 it appeared in sentence 35. Qu'est-ce qui lui était arrivé?. One hundred and twenty-nine students or 51.6% made an error. Results were almost identical in 1963 for sentence 24. Qu'est-ce qui se passe?. One hundred and twenty-eight students or 51.2% made a mistake. The usual mistake was the use of qu'est-ce que instead of qu'est-ce qui.

The interrogative adjectives will be mentioned at this time along with the interrogative pronouns since they are presented with them in Lesson XXXI of Reflex French. Quel temps fait-il? will not be considered at this time, but will appear later under the heading of Impersonal Verbs. Other uses of quel were not tested in 1963, but were required twice in 1962 in sentence 31. Quel pourboire dois-je donner? and sentence 33. Quel dommage que vous ne soyez pas venu en classe hier!. In all 46 mistakes were made for a percentage of 9.2%. Most of the students used que for quel or else they used [#]quel un for What a pity...

i) Demonstrative adjectives and pronouns.

The 1962 exam required three demonstrative pronouns: in sentence 8, cette ville; in sentence 21, ce quartier and in sentence 25, cet endroit. There was a total of 47 mistakes in the three sentences for a percentage of 6.2%. Results were similar in 1963. In sentence 15. Que faisait-il là à cette heure? only 12 students or 4.8% made a mistake and used cet for cette.

Two other demonstratives, which were not tested in 1962, caused considerably more difficulty. One was the use of celui-ci in sentence 22. Je ne veux pas celui-ci.. Sixty-one students or 24.4% were unable to translate this one by celui-ci. Lequel or #cet un were the wrong translations used. The other demonstrative was ces in sentence 50. Où sont ces cigarettes que vous m'avez achetées hier? There were 95 students or 36% who made an error with ces. Very few students used #cettes for ces, usually les was used instead. This looks like the case of an overlearned reflex since there is a sentence on page 77 of Reflex French, Where are the cigarettes which I left on the table? Those who used les on the exam probably did not notice the variation.

Ce, subject of être, appeared four times on the 1962 exam. Ninety-two errors were made for a percentage of 9.2%. Two sentences in particular caused most of the trouble. One was sentence 15. Ce sont des difficultés auxquelles vous vous habituerez.. Fourteen students used ceux for ce and 10 used ces. The other troublesome sentence was number 48. C'est aujourd'hui samedi et il est minuit. Many students used il for ce, associating il est minuit with #il est aujourd'hui instead of c'est aujourd'hui..

A few students used cette for ce and one or two used celles or ceci.

There were 5 sentences requiring the use of ce in 1963, and although the percentage of errors, 17.2%, was higher, the mistakes were very similar. Thirty-three students used ceux for ce in sentence 12. Ce sont des choses auxquelles il s'habituera., over twice the number that made the same mistake in 1962. Eleven students used ces for ce. Sentence 1 is the sentence that sent the percentage up to 17%. If the student did not know how to use the disjunctive pronoun for emphasis, he was bound to make a mistake in the use of ce since the two go together in this sentence, C'est lui le gagnant..

3. The Partitive and The Invariable Adverbial Pronouns Y and EN.

As a rule students do not have much trouble with the basic rule that the partitive idea, which may or may not be expressed in English by some or any, is expressed in French by de and the definite article. This was tested in 1962 in sentence 15. These are difficulties you will get used to.. Thirty-four students or 13.6% either did not express some or any or else they used les instead of des. The same is true in 1963 for a similar sentence, number 12. Those are things he will get used to.. Thirty-six students or 14.4% made an error in 1963.

The use of some or any before an adjective (de alone) posed much more of a problem. Sentence 38. Elle a de beaux yeux bleus;... required its use in 1962. One hundred and seventy-nine students or 71.6% made a mistake. Most of them failed to realize that de

was required and a few others used des instead of de. It is interesting to note that 65 of the 67 students that failed got this wrong. Sentence 2. Connaissez-vous de bonnes plaisanteries? on the 1963 paper did not prove to be so difficult. Fifty-five students or 22% could not correctly use de in this sentence. Des for de was the usual mistake.

The use of de alone before autres was also tested in 1963. It proved to be a little more difficult than de before an adjective in 1963. It appeared in sentence 22. En avez-vous d'autres?. Eighty-two students or 32.8% used des before autres.

Also required on the 1963 paper was the use of de alone after a negative. Du was used instead of de by 65 students or 26% in sentence 44. "Je ne prendrai pas de café, merci", dit-il..

Unfortunately, the use of en as a partitive did not appear on the 1962 final exam. Although not stated in the English sentence, it was implied twice on the 1963 paper in sentence 22. En avez-vous d'autres? and sentence 47. En voulez-vous un ou deux?. In all there were 247 errors or 49.4%.

The use of y, which is presented with en in Lesson XVI of Reflex French, was called for in 1962 in two idiomatic expressions, sentence 14. C'est à n'y rien comprendre. and sentence 17. Qu'y faire?. There were 113 errors with the use of y in these expressions, which gives a percentage of 22.6%. These sentences are comparable to sentence 31 in 1963, On n'y peut rien.. Only 34 students or 13.6% did not use y in this sentence. Two other sentences requiring the use of y were much more difficult. One contained the translation of on it, sentence 46. Il y travaillait

depuis plusieurs heures.. One hundred and eight students or 43.2% were unable to translate on it by y. An even greater number made a mistake in sentence 30. Heureusement, j'y avais déjà pensé.. The difficulty here is in distinguishing between penser à which requires y and penser de which requires en. One hundred and thirty-five students or 54% got this part of the sentence wrong.

The second lesson on the partitive, Lesson XV, presents much less of a problem. It deals mainly with the adverbs of quantity and the fact that after expressions of quantity the partitive is expressed by de alone. In 1963 34 students or 13.6% did not use de alone after autant.

4. The Adverb.

A surprisingly large number of students, 189 or 75.6%, failed to translate much by beaucoup in sentence 28 on the 1963 final exam. This is probably due to a lack of practice in combining adverbs. They seemed to concentrate on the comparison plus vite and left out much altogether. Much occurred on the 1962 paper in sentence 8. There is not much to do in this town.. Beaucoup would have to be accepted here since grand-chose does not appear in the 35 lessons of Reflex French. Given this condition, only 27 students or 10.8% made a mistake. Exactly the same number made a mistake in a similar sentence in 1963, sentence 45. Il aura beaucoup de questions à nous poser..

The second most serious error occurred on the 1962 paper.

It is the use of si after a negative statement. This occurs in sentence 42 after the exclamation in sentence 41. Il n'avait pas le toupet de lui dire cela!. One hundred and seventy students or 68% failed to use si.

Students who have trouble distinguishing between adverbs and adjectives in English carry this over into French. In sentence 11. Non, pas du tout, seulement le dimanche. on the 1962 paper, seul was used for seulement by 60 or 24% of the students. A similar mistake was made 25.6% of the time in 1963. The mistake in 1963 was the use of rapide for rapidement or vite.

Translating last night proved to be equally difficult. Seventy-four students or 29.6% did not know hier soir in 1963. #La dernière nuit was the usual mistake.

Combien occurred once on the 1962 paper in sentence 29. Savez-vous combien elles nous coûteront?. Forty-three students or 17.2% made an error. Comment or combien de was the usual mistake. Combien was also required in 1963 in sentence 3. Combien de temps faut-il pour aller de Calgary à Edmonton?. Twenty-four students made a mistake here or 9.6%. Those who made errors used #comment longtemps or depuis longtemps for combien de temps.

If we consider the errors with beaucoup in sentence 28 on the 1963 paper as being due to an oversight on the part of the student, then autant, which also appeared in 1963, was the most difficult adverb. There were 184 students or 73.6% who used tant or some other adverb for autant in 1963.

a) Agreement.

Four adjectives were considered for agreement in 1962:

étrangers in sentence 1. Voici une conversation entre deux étudiants étrangers à Edmonton., beaux and bleus in sentence 38. Elle a de beaux yeux bleus;..., and jolies in sentence 40. Il a dit que les jolies (jeunes) filles doivent préparer leurs leçons comme tout le monde. In all 294 agreements were missed which gives a percentage of 29.4%. Four agreements were also required in 1963: bonnes in sentence 2. Connaissez-vous de bonnes plaisanteries?, meilleure in sentence 6. C'est la meilleure étudiante de la classe., dernière in sentence 13. Je n'ai pas fait autant de fautes que la dernière fois., and précises in sentence 43. Il est huit heures précises et elle n'est pas encore arrivée. Two hundred and sixty-five agreements were missed in 1963 for a percentage of 26.5%.

b) Place.

When we consider the same adjectives for their position before or after the noun, we find 88 errors or 8.8% in 1962 and 125 errors or 12.5% in 1963.

6. The Comparison.

Three comparisons of the adverb were asked for on the 1962 paper: sentence 6 had two, Le plus tôt serait le mieux., and sentence 16 had one, Je m'en rends compte aussi bien que vous. There were 204 mistakes for a percentage of 27.2%. Most of the errors were made in sentence 6, plutôt or [#]plus bientôt were used for plus tôt and meilleur was substituted for mieux. Only a few students used bon for bien. Only 1 comparison of the adverb was tested on the 1963 paper, plus vite, in sentence 28. Thirty-one

mistakes were made, giving a percentage of 12.4%.

One superlative adjective was asked for in 1962 in sentence 18. Je n'ai pas la moindre idée.. One hundred and seven students or 42.8% made a mistake with the superlative in this sentence. There were two on the 1963 paper, both the same, in sentence 6. C'est la meilleure étudiante de la classe. and sentence 29. C'est le meilleur livre que nous ayons jamais lu.. 11.2% made a mistake.

7. Numbers.

Probably the least number of mistakes were made under the heading of Lesson XXV, Chiffres. Five chances of making an error occurred on the 1962 paper, the translation of ninety, twelve, fourteen, five and per cent. In all 76 errors were made, 26 with quatre-vingt-dix, 12 with douze, 7 with quatorze, 1 with cinq and 30 with pour cent. This gives a percentage of 6%. Results are similar on the 1963 paper. There were 74 mistakes in all, 36 with sur (out of), 4 with deux, 7 with vingt, 3 with quatre and 24 with mille. The percentage here is 5.9%.

8. Uses of the Verb.

a) The negative.

Mistakes with ne....pas are lowest on the list of errors made with the negative. Seven instances of the use of ne....pas were considered on the 1962 paper and only 34 mistakes were found. This gives a percentage of 1.8%. Similarly 7 instances were considered on the 1963 paper and slightly more mistakes were found, 75 or 4.3%. The usual mistake is the position of pas with compound tenses (students place it after the past participle instead of between the aux-

iliary verb and the past participle) or the omission of pas altogether.

The next item, the elliptical or one word answer, is also relatively low on the list of errors. We find it required in sentence 22 in 1962, Oui, il n'y a rien ici, absolument rien.. Twenty-six errors were made giving a percentage of 10.4%. However, in 1963 in sentence 19. Qui vous l'a dit? Personne. only 7 errors were made or 2.8%. The mistake here, of course, is including ne or pas with rien or personne.

Another negative common to both final examinations is ne.... plus, no longer. It occurred in sentence 13 in 1962, Ils partent, mais trouvent que les cinémas ne sont plus ouverts.. Only 14 mistakes were found for a percentage of 5.6%. It was a different question in 1963 in sentence 37. Je n'ai plus envie de parler politique. in which 84 mistakes were made or 33.6%.

Results not unlike those for ne....plus were found for two other relatively similar items, pas du tout in 1962 in sentence 11. Non, pas du tout, seulement le dimanche. and rien du tout in 1963 in sentence 40. De quoi s'agit-il? De rien du tout. Twenty-four mistakes were made with pas du tout or 9.6% as compared to 108 mistakes with rien du tout or 43.2%. Usually #ne pas du tout, #ne rien du tout or #pas rien du tout were substituted for the correct translations.

The use of ne....jamais and jamais, never and ever, was tested only on the 1963 paper. Sentence 23. Ne l'écoutez-vous jamais? and sentence 29. C'est le meilleur livre que nous ayons jamais lu. contained these expressions. There were 73 mistakes in all for a per-

centage of 14.6%.

b) The interrogative.

Asking a question in French does not seem to pose too much of a problem. There were some 13 chances of using the interrogative on the 1962 paper and 62 mistakes were found. This is a percentage of 1.9%. Similarly in 1963 there were 15 chances to use the interrogative and 57 mistakes were found for a percentage of 1.5%. It is interesting to note that those students who got third class marks or failed accounted for all but 3 of the mistakes in 1962 and all but 11 in 1963.

c) Impersonal verbs.

The impersonal verbs to be considered all have to do with the weather or the time of day. Quel temps fait-il?, one of the first expressions one learns in studying French, is one that seems to be soon forgotten. It appeared in 1962 in sentence 3 and in 1963 in sentence 39 with a slight variation in tense, Quel temps faisait-il à Banff hier?. In 1962 73 students or 29.2% made a mistake. Eighty-two students or 32.8% made a mistake in 1963. #Que fait le temps? was the usual mistake made. It is interesting that the answer il fait caused more trouble than the question in 1962. Il est or c'est was used by 76 students or 30.4% in 1962 in sentence 4. However, in 1963 it was just the opposite. There were only 13 mistakes with il faisait or 5.2%. The great difference is due to the more difficult sentence on the 1962 paper: Il fait doux ce soir.. This is shown by the fact that 70 students or 24% did not know the word doux, whereas only 18 students or 7.2% did not know the word froid.

There were 4 chances to make an error in expressing the time of day on the 1962 paper: sentence 2. Bien qu'il soit tard, sortons., sentence 26. Cinq minutes plus tard; il est maintenant onze heures et quart., sentence 34. Il était deux heures moins le quart et..., and sentence 48. C'est aujourd'hui samedi et il est minuit.. There were 180 errors in all or a percentage of 18%. A common error was the use of ce for il, a few students confused midi with minuit, others included le in sentence 26 and in sentence 2 faire was used for être. Four sentences requiring the time of day were also considered on the 1963 paper: sentence 5 which contained midi, trois heures moins vingt in sentence 10, neuf heures et demie in sentence 33 and il est huit heures in sentence 43. In all there were 113 errors which gives a percentage of 11.3%. Once again the most common error was the use of ce for il.

Various other mistakes were made in 1963 which can be mentioned at this time. The translation of a.m. by du matin caused a great deal of difficulty. One hundred and fifty-nine students or 63.6% were unable to translate a.m. correctly. Dropping the e in une demi-heure was a source of error for some 76 students or 30.4%. Similarly there were 64 students who, in writing neuf heures et demie, left off the e. This is a percentage of 25.6%.

d) The imperative.

The imperative appeared three times on the 1962 paper, in sentence 2. Bien qu'il soit tard, sortons. and in sentence 12. Alors, allons-y. Prenons votre voiture.. There were 71 mistakes in all or 9.5%. The mistakes were of two types. Either the student left in the subject and said #sortons-nous or else he used

#laissons-nous for let's. There were two imperatives on the 1963 paper, in sentence 25. Allons le leur demander. and sentence 27. Ne vous en allez pas, nous aurons besoin de vous.. There were 112 errors or 22.4%, a sharp increase over 1962. Once again the most common error was in leaving the subject in with the verb.

e) The present tense.

One of the most difficult concepts for students to learn in French 200 is the use of the present tense for an action that started in the past and is still going on. This was not tested on the 1962 paper, but was required twice on the 1963 paper. Sentence 14. Elle est malade depuis deux mois. and sentence 21. Depuis quand êtes-vous à Edmonton? called for this use of the present tense. One hundred and fifty-seven errors were made or a percentage of 31.4%. The usual mistake was the use of the passé composé in an attempt at a word for word translation.

It was also observed that some students used a past tense in 3 other sentences requiring a simple present tense. There were 60 such errors in 1962 in sentence 18, 21, and 29. This is a percentage of 8%. Results were similar in 1963 where we have 81 errors in sentence 10, 23, and 35. This is a percentage of 10.8%.

f) The passé composé.

Similar percentages were found for the passé composé due to the fact that some students seem to fail to realize that did is a past tense. In nine sentences on the 1962 paper students used the present tense instead of the passé composé 251 times or 11.1% of the time. The same is true of the 1963 paper. In 9 sentences there were 269 mistakes in using the present tense for the passé composé or 11.9%.

In 1962 a similar number also used the imperfect instead of the passé composé. There^{were} 270 errors of this type or 12%. There were 135 errors in 1963 or 4.9%.

A much more common error, of course, is the agreement of the past participle. Unfortunately, the 1962 paper did not contain any of the usual agreements of the past participle, that is agreement with the preceding direct object. However, there were 3 sentences in which the past participle is used with être to form the passive voice and agrees with the subject. Such is the case in sentence 10. Les cinémas sont fermés le samedi., sentence 13. Ils partent, mais trouvent que les cinémas ne sont plus ouverts. and sentence 42. Si; mais Marie a expliqué qu'elle n'était nullement mal préparée.. In all there were 268 errors for a percentage of 35.7%.

The sentences on the 1963 paper neatly complement those on the 1962 paper. Sentence 50. Où sont ces cigarettes que vous m'avez achetées hier? requires the agreement of the past participle with the preceding feminine plural direct object cigarettes. Sentence 43. Il est huit heures et elle n'est pas encore arrivée. as well as sentence 34. Nous devions partir samedi, mais nous sommes restés chez nous. require the agreement of the past participle with the subject for verbs conjugated with être. In the 3 sentences there was a total of 233 errors which gives a percentage of 31%.

g) The imperfect.

The 1962 paper does not show a true picture of the students' knowledge of the imperfect because over half of the 7 sentences in-

volving the imperfect require a translation of was by était. In 7 sentences the imperfect was not used 84 times for a percentage of 4.8%. The imperfect was also required 7 times in 1963, but the sentences were such that they give a better indication of how well the students know the use of the imperfect. A tense other than the imperfect was used 469 times which gives a percentage of 26.8%.

A different particular use of the imperfect was tested in 1962 and 1963. In 1962 it was the use of si plus the imperfect in sentence 9. Si nous allions au cinéma?. There were 206 students or 82.4% who did not know this. In 1963 their knowledge of the imperfect for what had been going on in the past and still was going on at a given moment in the past was tested. This was the case in sentence 46. Il y travaillait depuis plusieurs heures.. One hundred and seventy-two students or 68.8% made an error with the imperfect in this sentence.

h) The subjunctive.

Another source of error which has a fairly high percentage is the subjunctive. Six subjunctives were required on the 1962 paper: sentence 2. Bien qu'il soit tard, sortons., sentence 24. Non, je préférerais que nous allions à l'Hôtel MacDonald., sentence 27. Il faut que vous parliez distinctement afin qu'on vous comprenne. sentence 30. Faut-il que nous attendions encore longtemps? and sentence 33. Quel dommage que vous ne soyez pas venu en classe hier.. For the 6 subjunctives there were 579 errors or 38.6%.

In 1963 there were 3 subjunctives in 2 sentences: sentence 29. C'est le meilleur livre que nous ayons jamais lu. and sentence 38. Je ne veux pas que vous le fassiez avant que je rentre.. Three

hundred and forty-nine errors were made which gives a percentage of 46.5%. The higher percentage in 1963 is likely due to sentence 38 which seems to be the most difficult of the subjunctives.

Students tend to translate I don't want you to do it by # Je ne vous veux pas le faire.

Of the three conjunctions requiring the subjunctive, pour que or afin que proved by far to be the most difficult. One hundred and one students or 40.4% did not know them in 1962. Forty-three or 17.2% did not know bien que in 1962. Avant que on the 1963 paper proved to be the easiest, only 28 students or 11.2% did not know it. All 28 either got a third class mark or failed.

i) Falloir, devoir and pouvoir.

These three verbs cause students a considerable amount of difficulty. Seventy-nine students or 30.8% made a mistake with falloir in 1962 in sentence 30. Faut-il que nous attendions encore longtemps?. Faut-il appeared in a different context in 1963 in sentence 3. Combien de temps faut-il pour aller de Calgary à Edmonton?. One hundred and seventeen students or 46.8% made an error with falloir in this sentence.

Devoir was required in 4 sentences in 1962: sentence 40. Il a dit que les jolies jeunes filles doivent préparer leurs leçons comme tout le monde., sentence 43. Elle a dit que c'était lui qui lui devait des excuses., sentence 45. Non, parce qu'il a compris qu'il a dû se tromper de salle de classe. and sentence 49. Cela ne devrait pas être permis!. In all there were 401 mistakes made in not translating devoir correctly. This is a percentage of 40.1%. The use of devoir occurred only once on the 1963 paper in sentence

34. Nous devions partir samedi, mais nous sommes restés chez nous..
 One hundred and eighty-seven students or 74.8% made an error with the use of devoir to translate were to. The conditional of devoir instead of the imperfect was the usual mistake.

Pouvoir also caused considerable trouble in 1962. It was required in the conditional in sentence 23. Nous pourrions essayer quand même.. One hundred and fifty-four students or 61.6% made an error. Those who made a mistake either used the imperfect of pouvoir or else the present tense. Pouvoir proved to be much less of a problem in 1963. The imperfect of pouvoir was required in sentence 11. Je ne pouvais pas sortir, j'avais mal à la gorge.. Only 41 students or 16.4% made a mistake with pouvoir in this sentence. The most common error was the use of the conditional instead of the imperfect.

j) The pluperfect.

Another rather high percentage is found for the use of the pluperfect. It was required twice in 1962 in sentence 34. Il était deux heures moins le quart et le professeur Bonnot n'était pas encore arrivé. and in sentence 35. Etait-il malade? Qu'est-ce qui lui était arrivé?. There were 242 errors which gives a percentage of 48.4%. In most cases the passé composé was used instead of the pluperfect. The pluperfect also appeared twice in 1963 in sentence 17. Si j'avais su, je ne l'aurais pas fait. and in sentence 30. Heureusement, j'y avais déjà pensé.. The pluperfect was handled slightly better in 1963 as there were 186 errors or 37.2%. The errors were different in 1963, the imperfect was often used in sentence 17 and the conditional of avoir in sentence 30.

k) The conditional perfect.

A very similar situation exists in the case of the conditional perfect. It appeared once in 1962 in sentence 39. Qu'auriez-vous dit?. One hundred and one students or 40.4% made an error. Que diriez-vous? was a common mistranslation. In 1963 the conditional perfect was required in sentence 17. Si j'avais su, je ne l'aurais pas fait.. Here 96 students or 38.4% made a mistake. Those who made an error usually used the conditional perfect in the first clause instead of in the second clause.

l) The infinitive.

Two particular uses of the infinitive were tested in 1962. First, in sentence 14. C'est à n'y rien comprendre! where its use in an exclamatory phrase was called for and then in sentence 17. Qu'y faire? where its use in an impersonal question was required. Students failed to use the infinitive 88 times in these two sentences for a percentage of 17.6%. Most of the errors were made in sentence 14 where an attempt at a word for word translation led to the use of the present participle instead. Three infinitives were considered in 1963. Sentence 20. A quoi bon se fâcher? is similar to sentence 17 in 1962. The others, sentence 25. Allons le leur demander. and sentence 37. Je n'ai plus envie de parler politique. are different. In the 3 sentences there were 124 errors which gives a percentage of 16.5%. Most of the errors occurred in sentence 20 and sentence 37 where the present participle was once again substituted for the infinitive.

m) The future.

In 1962 there were three sentences which required the verb in the future: sentence 15. Ce sont des difficultés auxquelles vous vous habituerez., sentence 28. Garçon! Nous prendrons deux bouteilles de Pilsner. and sentence 29. Savez-vous combien elles nous coûteront?. Students failed to use the future 163 times which gives a percentage of 21.7%. Six verbs had to be put in the future in 1963. In all there were 246 errors or 16.4%. Ninety-one of the errors occurred after quand in sentence 49.

n) Verbs conjugated with être.

Six verbs conjugated with être in 1962: venir in sentence 33, arriver three times in sentence 34, 35 and 46, entrer in sentence 36 and naître in sentence 37. Etre was not used 187 times for a percentage of 12.4%. Almost the same percentage is found for 1963. There were 4 verbs conjugated with être on the 1963 paper: se faire in sentence 9, rester in sentence 34, arriver in sentence 43 and partir in sentence 49. There were 128 errors which gives a percentage of 12.8%.

o) Verbs taking à.

Quite a number of mistakes are made with verbs which take à and hence require an indirect object pronoun. In 1962 there were 120 such errors or 24% with the verb dire which appeared twice.

Demander à was responsible for even more errors. Seventy-six students or 30.4% wrote #il a demandé Marie in sentence 37 in 1962 instead of il a demandé à Marie. Results were better in 1963 when only 10 students or 4% made an error due to demander à in sentence 25. Allons le leur demander.. The difference is probably due to the fact that sentence 25 is a learned reflex right

out of Reflex French.

Another verb tested requiring à (before an infinitive this time) is avoir. In 1962 115 students or 46% did not use à in sentence 8. Il n'y a pas grand-chose à faire dans cette ville.. In 1963 99 students or 39.6% left out à in sentence 45. Ils auront des tas de questions à nous poser..

S'habituer is another verb requiring à. In 1962 there were 86 students or 34.4% who did not realize it took à in sentence 15. In 1963, however, there were only 34 students or 13.6% who made this error in a similar sentence, sentence 12.

p) Verbs which are transitive in French and intransitive in English.

Two verbs of this nature were tested, one in each year. Attendre, to wait for, appeared in 1962 in sentence 5. Qu'attendons-nous? Fifty-eight students or 23.2% translated English for by pour. The other verb is écouter, to listen to, which occurred in 1963 in sentence 23. Ne l'écoutez-vous jamais? Sixty-seven students or 26.8% did not realize that écouter takes a direct object.

q) Savoir - connaître.

Two sentences containing savoir and connaître were considered in 1962: sentence 21. Connaissez-vous cet endroit? and sentence 29. Savez-vous combien elles nous coûteront? The verbs were misused 63 times which gives a percentage of 12.6%. To know occurred only once in 1963 in sentence 2. Connaissez-vous de bonnes plaisanteries? Twenty-five students or 10% used savoir for connaître.

The translation of about in sentence 32. On donne d'habitude environ douze pour cent. heads the list of vocabulary errors in 1962. One hundred and seventy-five students or 70% made an error. Vers was usually used instead.

What's it all about?, De quoi s'agit-il?, caused the most trouble in 1963. There were 192 students or 76.8% who did not know this expression.

Also high on the list in 1963 was the translation of What's the use?, A quoi bon?. One hundred and eighty students or 72% made an error.

Next highest is the translation of going on in 1963 in sentence 24. What's going on?. One hundred and seventy-six students or 70.4% could not translate it correctly.

Translating a few, quelques-uns, in sentence 47. Il m'en reste quelques-uns. caused trouble for 167 students or 66.8% in 1963.

There were 146 students or 58.4% who did not know se faire couper les cheveux in sentence 9 in 1963.

Translating just the same caused a similar amount of trouble for students in 1962. #Juste le même was often used for quand même in sentence 23. Nous pourrions essayer quand même.. There were 141 students or 56.4% who could not translate this correctly.

Also in 1962, 128 students or 51.2% failed to use se tromper de correctly in translating got the wrong (classroom).

In 1963 there was the same number of errors in translating to have left, il m'en reste.

A similar percentage could not translate to feel like, avoir

envie de. In 1962 123 students or 49.2% did not know this expression. Results were similar in 1963 when 126 students or 50.4% made an error.

Translating to get angry caused trouble for 106 students or 42.4% in 1963.

Almost identical results were obtained for the translation of for with the passé composé. One hundred and five students or 42% either used pour or depuis instead of pendant in 1963 in sentence 48. Nous avons étudié le français pendant deux heures hier soir..

Also in 1963 the expressions on n'y peut rien and être de retour proved to be of equal difficulty. There were 102 students or 40.8% who made an error with the former and 101 students or 40.4% who made an error with the latter.

To look alike, se ressembler, also had a fairly high percentage in 1963. Ninety-seven students or 38.8% did not know this expression. This corresponds to the translation of usually, d'habitude, in 1962. Ninety-five students or 38% made an error here.

The use of prendre for to have a drink appeared in both years. In 1962 83 students or 33.2% did not use prendre in sentence 28. Garçon! Nous prendrons deux bouteilles de Pilsner.. However, in 1963 only 39 students or 15.6% failed to do so. Prendre occurred in sentence 44. "Je ne prendrai pas de café, merci", dit-il..

Substituting avoir for prendre was the usual mistake in both years.

The expression être malade also appeared in both years. In 1962 71 students or 28.4% made a wrong translation. Results were a little higher in 1963 when 76 students or 30.4% made an error.

#Avoir mal or #avoir malade were the expressions used instead of être malade. #Etre mal was also used.

Tondre le gazon was a source of error for 66 students or 26.4% in 1963.

To happen in sentence 35 in 1962 was not correctly translated by 49 students or 19.6%. Very close to this was the translation of between in sentence 1 in 1962. Forty-seven students or 18.8% made an error. #D'entre was the usual expression used instead of entre.

The last vocabulary item to be examined is the translation of to ask (a question) in 1963. Forty-one students or 16.4% did not use poser.

PART II

STATISTICAL ANALYSIS

1. Difference of Proportions.

In calculating the percentages for the various errors it was noticed that many of them seemed to be almost the same for 1962 and 1963. By using the formula:^{1.}

$$z = \frac{p_1 - p_2}{\sqrt{Pq \left(\frac{n_1 + n_2}{n_1 \cdot n_2} \right)}}$$

where $p_1 = \frac{\text{the frequency of errors in 1962}}{\text{the number of chances of error in 1962}}$

$p_2 = \frac{\text{the frequency of errors in 1963}}{\text{the number of chances of error in 1963}}$

$n_1 = \text{the number of chances of error in 1962}$

$n_2 = \text{the number of chances of error in 1963}$

$$P = \frac{f_1 + f_2}{n_1 + n_2}$$

and $q = 1 - P$

we can test to find out if the difference between the proportion of errors made in 1962 and the proportion of the errors made in 1963 for a given grammar mistake is significant or not. Using a 95% level of confidence, the difference will be significant for any z score obtained which is greater than 1.96.

Re-examining the sources of error in the same order, we find an error percentage of 13.6% for the use of the definite article to generalize a noun in 1962. Calculating z for the difference between this percentage and the 18% found in 1963 gives 1.58, therefore they are not significantly different.

1. G. A. Ferguson, Statistical Analysis in Psychology and Education (Toronto, 1959), p. 146 - 147.

The next comparable item is the use of à alone to translate to, at or in before cities. The 10% error percentage of 1962 obviously compares favorably with the 11% found in 1963. The difference is not significant as $z = 0.43$.

The same is true of the use of the definite article before titles. Comparing the 17.8% of 1962 with the 17.2% of 1963 gives a z score of 0.20.

The first significant difference occurs when we compare the mistakes made with j'ai soif in 1962 with the mistakes made with j'ai mal à la gorge. The former had an error percentage of only 1.6%, while the latter had one of 11.2%. Here $z = 4.57$.

There is another significant difference in the use of the definite article to translate on for days of the week. In 1962 there was an error percentage of 14% as compared to 38.4% in 1963. Comparing these two gives a z score of 7.62.

The 29.7% for errors made with the indirect object in 1962 is also significantly different than the error percentage of 17.2% in 1963. For these two $z = 4.03$.

The opposite is true for the order of pronouns. There was an error percentage of 27.6% in 1962 and 33.2% in 1963. This gives a z score of 1.55.

The difference between the error percentages for the use of the disjunctive pronouns, 14.4% in 1962 and 15% in 1963, is obviously not significant either. In this case $z = 0.23$.

Similarly the difference in the error percentages for the use of the possessive pronouns was not significant. $Z = 1.81$ when we compare the 1962 percentage of 4.9% with the 6.9% for 1963.

There was, however, a significant difference in the case of the relative pronoun lesquelles. A z score of 2.38 is obtained in comparing the 69.2% observed in 1962 with the 59.2% observed in 1963.

A significant difference was also found for the relative pronoun que. The 5% observed in 1962 when compared to the 11.2% observed in 1963 gives a z score of 4.77.

Quite the contrary is true of the use of the pronoun subject on to express the passive voice. The 11.2% observed in 1962 does not differ significantly from the 12.8% observed in 1963. Here $z = 0.55$.

Mistakes with interrogative que or qu'est-ce que also do not differ significantly from 1962 to 1963. Comparing the 5.8% of 1962 with the 4.8% of 1963 gives a z score of 0.66.

The almost identical results for qu'est-ce qui were, of course, not significantly different either. $Z = 0.09$ when we compare the error percentage of 51.6% for 1962 with the 51.2% for 1963.

The difference in the error percentages for mistakes made with some or any, de plus the definite article, 13.6% for 1962 and 14.4% for 1963, is not significant either. Here $z = 0.26$.

Such is not the case, however, for the use of some or any (de alone) before an adjective. The 71.6% observed in 1962 differs greatly from the 22% observed in 1963. Comparing these two gives a z score of 11.27.

The difference in proportion for the errors with the demonstrative pronoun ce is also significant. The error percentage of 9.4% for 1962 compared to the 4.8% observed in 1963 gives a z

score of 2.3.

The same is true of the use of ce subject of être. A z score of 5.57 is obtained when we compare the error percentage of 9.2% observed in 1962 with the 17.2% observed in 1963.

Quite the contrary is true of the use of beaucoup to translate much or lots. Exactly the same number of students made a mistake in 1962 as in 1963 in the two comparable sentences.

Similarly there was an error percentage of 24% for those students who used an adjective instead of an adverb in 1962 compared to 25.6% in 1963. This gives a z score of 0.42.

Mistakes made in using combien result in a significant difference. In 1962 17.2% made an error compared to 9.6% in 1963. Here $z = 2.53$.

Mistakes with the agreement of the adjective do not, however, result in a significant difference. A z score of 1.45 is obtained when we compare the error percentage of 29.4% observed in 1962 with the 26.5% observed in 1963.

Errors made with the position of the adjective, on the other hand, do result in a significant difference. Comparing the 8.8% of 1962 with the 12.5% of 1963 gives a z score of 2.75.

The comparison of the adjective and the adverb also showed a significant difference. $Z = 4.22$ for the 1962 error percentage of 27.2% compared to the 1963 percentage of 12.4%.

The same is true of the superlative. A z score of 7.7 is obtained when we compare the high error percentage of 42.8% found in 1962 with the relatively low 11.2% found in 1963.

Mistakes made under the heading of Chiffres do not differ significantly from year to year. In 1962 we have an error percent-

age of 6% and in 1963 it is 5.9%. This gives a z score of 0.11.

It is interesting to note that the difference in proportion for all the negatives resulted in a significant difference:

for ne....pas the 1.8% in 1962 compared to 4.3% in 1963 gives a z score of 4.16,

for ne....plus the 5.6% in 1962 compared to the 33.6% in 1963 gives a z score of 8.0,

and for pas du tout compared to rien du tout, 9.6% and 43.2%
 $z = 8.61$.

The closest one was the elliptical answer rien 10.4% in 1962 and personne 2.8% in 1963. $Z = 3.45$ for these two.

No significant difference exists for mistakes with the interrogative. $Z = 1.42$ when we compare the 1.9% observed in 1962 with the 1.5% observed in 1963.

Quel temps fait-il? was learned equally well or poorly as the case may be. There is no significant difference between the 29.2% for 1962 and the 32.8% for 1963. $Z = 0.87$ in this case.

This is not true of the answer il fait. There is a significant difference between the 30.4% of 1962 and the 5.2% of 1963. Comparing these two gives a z score of 7.41.

The proportions for the mistakes made in expressing the time of day also show a significant difference. $Z = 4.46$ when we compare the 18% of 1962 with the 11.3% of 1963.

The errors made with the imperative were far from being in the same proportions. A z score of 6.19 is obtained when we compare the 9.5% for 1962 with the 22.4% of 1963.

Errors made with the use of the past tense instead of the

present tense are in the same proportion. Comparing the 8% for 1962 with the 10.8% for 1963 gives a z score of 1.86.

The same is true of the students who use the present tense instead of the passé composé. The 11.1% of 1962 compared to the 11.9% for 1963 gives a z score of 0.88.

Mistakes with the agreement of the passé composé do not show a significant difference either. A z score of 1.95 is obtained when we compare the 1962 percentage of 35.7% and the 1963 percentage of 31%.

There is, however, a large significant difference with the mistakes made with the use of the imperfect. The error percentage was only 4.8% in 1962 compared to 26.8% in 1963. This gives a z score of 10.

The subjunctive also shows a significant difference. $Z = 3.59$ when we compare the 38.6% of 1962 and the 46.5% of 1963.

The same is true of the pluperfect. The 48.4% observed in 1962 is significantly different than the 37.2% observed in 1963. $Z = 3.61$.

Such is not the case with the conditional perfect. There is no significant difference between the 40.4% observed in 1962 and the 38.4% observed in 1963. Here $z = 0.46$.

The proportions for the verbs conjugated with être do not differ significantly either. $Z = 0.30$ when we compare the 12.4% of 1962 and the 12.8% for 1963.

The same is true of the errors made with the infinitive. $Z = 0.52$ when we compare the error percentage of 17.6% for 1962 and the 16.5% of 1963.

The difference in proportions for all the verbs requiring à, demander, avoir and s'habituer showed a significant difference for the two years.

Mistakes made with the two verbs which are transitive in French and intransitive in English, attendre in 1962 and écouter in 1963, did not show a significant difference in their proportions. A z score of 0.92 is found when we compare the 23.2% for attendre and the 26.8% for écouter.

Errors made in the use of savoir and connaître also do not show a significant difference in proportion. Comparing the error percentage of 12.6% for 1962 with the 10% of 1963 gives a z score of 1.08.

There are only 3 comparable items under the heading of vocabulary. One, the use of prendre to translate to have a drink, is an obvious significant difference. In 1962 33.2% made an error compared to 15.6% in 1963. The other two items, avoir envie de and être malade, do not show a significant difference in the proportion of errors made in the two years.

2. Relationships.

After observing that certain mistakes occur in the same proportion in both years, the question arose as to whether or not the same students who made a mistake with one grammar item also tended to make a mistake with another item or more.

In order to find out if a relationship existed between certain errors it was necessary to read through the 500 examination papers again and decide if a student knew ne....pas, the elliptical answer, the subjunctive etc.. The different categories of errors were given a number and listed across the top of a sheet of paper. Each student was given a number and listed down the page:

Mistake	<u>ne....pas</u> 1	elliptical answer 2	subjunctive 13	verbs with <u>être</u> 49
Student				
001	1	1	0	0
002	1	0	1	1
003	1	1	0	1
004	1	1	1	0

If the student knew the item involved, a 1 was marked after his number under the item. If he did not know it, a 0 was marked as shown above. After all the papers were examined, the data was transferred to IBM cards. One card was punched for each of the 500 students. A 1 was punched under each grammar point the student knew and a zero under each point he did not know:

```
column  1 2 3 4 5 6 7 8 9 10 11 12 13  ....
        1 1 1 1 0 0 1 0 1  1  0  1  0  ....
```

Under columns 76 - 80 the student's number was punched. The very first card contained the number of categories of errors and students observed:

Columns 1 - 2 the number of categories, 49

3 - 4 blank

5 - 8 the number of students, 0500

9 - 80 blank

This program calculates the correlation coefficient (Phi) expressing the relationship between two dichotomous variables.

Given two variables i and j (two types of errors), for which each variable may be categorized as 0 and 1, and having observed the four possible joint frequencies

		variable j	
		0	1
variable i	0	b	a
	1	d	c
		(b & d)	(a & c)
		N	

then the Phi coefficient expressing the relationship between variables i and j is given by

$$\phi_{ij} = \frac{ad - bc}{\sqrt{(a \& b)(c \& d)(b \& d)(a \& c)}}.$$

The IBM machine printed the Phi coefficients out to four decimal places with the decimal point for each coefficient following the first digit. Negative coefficients are indicated by a dash through the 5th digit of the coefficient. The Phi coefficients will be found in appendix III and the example which follows will explain how to read them.

0101 10000 0102 01517 0103 00654 0104 00571

is interpreted as

$$\phi_{11} = 1.0000 \quad \phi_{12} = 0.1517 \quad \phi_{13} = 0.0654 \quad \phi_{14} = -0.0571$$

The .01 level of confidence was once again chosen with 3 degrees of freedom. This means that the different types of errors

are related if $\phi = .1506$.

An examination of the Phi coefficients shows there were only two types of errors related to those made with ne....pas. $\Phi = .1618$ for students who did not know avoir mal or avoir soif and also did not know ne....pas. The other relationship was found for ne....pas and the interrogative pronouns que and qui for which $\Phi = .1516$.

Students who did not know the elliptical answers rien or personne also tended to make mistakes with 6 other items:

ne....jamais or ne.....nullement $\phi = .1591$

the indirect object $\phi = .1646$

the disjunctive pronouns $\phi = .2383$

the conjunctions requiring the subjunctive $\phi = .1532$

knowledge of doux or froid $\phi = .1555$

the comparison $\phi = .1650$

Twelve positive relationships were found for mistakes made with rien du tout or pas du tout. Students who made errors with these two also tended to make errors with:

ne....plus $\phi = .1896$

the direct object $\phi = .1590$

the disjunctive pronouns $\phi = .1947$

the present tense $\phi = .2368$

the imperative $\phi = .1709$

avoir mal or avoir soif $\phi = .1909$

quel temps fait-il? $\phi = .1516$

the partitive II $\phi = .2674$

the agreement of the passé composé $\phi = .1809$

falloir $\phi = .1678$

the demonstrative pronoun $\phi = .2737$

the infinitive $\phi = .2114$

There was a negative relationship between those students who knew ne....jamais, but got rien du tout or pas du tout wrong. That is knowing one of the two interfered with learning the other. $\Phi = -.1697$.

As already mentioned, mistakes made with ne....plus are related to those made with rien du tout and pas du tout. There are also 5 other high relationships between ne....plus and:

the present tense $\phi = .2037$

the imperative $\phi = .2266$

the partitive^{II} $\phi = .2328$

the demonstrative pronoun $\phi = .2023$

the infinitive $\phi = .2023$

Three negative relationships exist with mistakes in the use of ne....jamais or ne....nullement. As we have already seen it is negatively related to rien du tout or pas du tout. Students who know ne....jamais also tend to make a mistake with the direct object ($\phi = -.1564$) and the partitive II ($\phi = -.2164$). Twelve positive relationships also exist:

the elliptical answer $\phi = .1591$

the indirect object $\phi = .3393$

the conjunctions requiring the subjunctive $\phi = .3226$

small letters for titles $\phi = .3025$

il fait $\phi = .2354$

doux or froid $\phi = .2059$

the partitive I $\phi = .2058$

y and en $\phi = .1592$

the relative pronouns $\phi = .1622$

ce subject of être $\phi = .1599$

particular use of the imperfect $\phi = .1836$

pouvoir $\phi = .3292$

Only one other mistake is made by the same students who do not know the interrogative in French, a mistake with the conditional perfect for which $\Phi = .1518$.

For the direct object there are two negative relationships. As we have seen, it is negatively related to the use of ne.... jamais, and it is also related to pouvoir where $\Phi = -.1567$. It is positively related to mistakes with:

rien du tout or pas du tout $\phi = .1540$

the present tense $\phi = .1695$

the imperative $\phi = .1645$

the partitive II $\phi = .1981$

the agreement of the passé composé $\phi = .1717$

falloir $\phi = .1515$

the demonstrative pronoun $\phi = .2052$

the infinitive $\phi = .2184$

the pluperfect $\phi = .1556$

While it has only one negative relationship, the indirect object has 12 positive relationships. It is negatively related to the partitive II ($\phi = -.1510$). Students who did not know the indirect object also did not know:

the elliptical answer rien or personne $\phi = .1646$

ne....jamais or ne....nullement $\phi = .3393$

the conjunctions requiring the subjunctive $\phi = .2597$

small letter for titles $\phi = .2085$

il fait $\phi = .1715$

doux or froid $\phi = .2192$

y and en $\phi = .1697$

the relative pronouns $\phi = .1973$

the particular use of the imperfect $\phi = .1980$

the agreement of the adjective $\phi = .1726$

pouvoir $\phi = .2900$

the comparison $\phi = .1823$

It is interesting to note that no relationships exist for students who do not know the order of pronouns in French.

On the other hand, students who do not know the use of the disjunctive pronouns tend to make 7 other errors:

the elliptical answer rien or personne $\phi = .2383$

rien du tout or pas du tout $\phi = .1947$

the present tense $\phi = .1805$

avoir mal or avoir soif $\phi = .1864$

ce subject of être $\phi = .1509$

falloir $\phi = .1981$

the demonstrative pronoun $\phi = .1622$

Students who could not use the present tense correctly also could not master 15 other grammar points:

rien du tout or pas du tout $\phi = .2368$

ne....plus $\phi = .2037$

the direct object $\phi = .1695$

the disjunctive pronouns $\phi = .1805$

the imperative $\phi = .1886$

the subjunctive $\phi = .1562$

avoir mal or avoir soif $\phi = .1651$

the definite article and days of the week $\phi = .2078$

the time of day $\phi = .1581$

the partitive II $\phi = .2755$

the future $\phi = .1867$

falloir $\phi = .2692$

devoir $\phi = .2519$

the demonstrative pronoun $\phi = .1827$

the infinitive $\phi = .2900$

The imperative had approximately half that many relationships.

The same students who did not know the imperative also did not know:

the elliptical answer rien or personne $\phi = .1709$

ne....plus $\phi = .2266$

the direct object $\phi = .1645$

the present tense $\phi = .1886$

the partitive II $\phi = .1790$

devoir $\phi = .1637$

the demonstrative pronoun $\phi = .1765$

The subjunctive, on the other hand, had one of the greatest number of relationships of all the 49 categories. Students who did not know the subjunctive also did not know:

the present tense $\phi = .1562$

the conjunctions requiring the subjunctive $\phi = .2914$

quel temps fait-il? $\phi = .1908$

doux or froid ϕ = .1643

the partitive II ϕ = .1890

y and en ϕ = .3024

the relative pronouns ϕ = .2191

the future ϕ = .2037

ce subject of être ϕ = .1879

the agreement of the passé composé ϕ = .1870

the particular use of the imperfect ϕ = .1573

the agreement of the adjective ϕ = .1734

falloir ϕ = .1888

devoir ϕ = .1831

adjective instead of an adverb ϕ = .1706

the comparison ϕ = .2719

qu'est-ce qui ϕ = .1566

the infinitive ϕ = .1901

the conditional perfect ϕ = .2914

As already shown, the conjunctions requiring the subjunctive are related to: the elliptical answer, ne....jamais, the indirect object and, of course, the subjunctive. Those students who do not know these conjunctions also make mistakes with:

small letter for titles ϕ = .2126

il fait ϕ = .2278

doux or froid ϕ = .2864

the partitive I ϕ = .1961

y and en ϕ = .2998

the relative pronouns ϕ = .2408

ce subject of être ϕ = .1770

the particular use of the imperfect $\phi = .2679$

falloir $\phi = .1593$

pouvoir $\phi = .3327$

the comparison $\phi = .2475$

qu'est-ce qui $\phi = .1550$

the conditional perfect $\phi = .1861$

The use of the pronoun subject on to translate the passive voice in French has only 3 relationships:

avoir mal or avoir soif $\phi = .1584$

the future $\phi = .1558$

mistakes with adverbs $\phi = .1574$

Students who do not know the use of à alone to translate to, at or in before cities also tend to make 8 other mistakes:

the definite article before titles $\phi = .1937$

quel temps fait-il? $\phi = .1930$

the future $\phi = .2211$

ce subject of être $\phi = .1596$

chiffres $\phi = .1630$

falloir $\phi = .1777$

adjective instead of an adverb $\phi = .1544$

the infinitive $\phi = .1657$

Besides being related to the use of à alone before cities, the definite article is related to:

small letters for titles $\phi = .2011$

quel temps fait-il? $\phi = .2136$

ce subject of être $\phi = .2014$

Students who do not use small letters for titles before proper

nouns also make mistakes with:

ne....jamais or ne....nullement $\phi = .3025$

the indirect object $\phi = .2085$

the conjunctions requiring the subjunctive $\phi = .2126$

the definite article before titles $\phi = .2011$

doux or froid $\phi = .2004$

pouvoir $\phi = .1801$

the pluperfect $\phi = .1698$

Besides being related to the use of ne....pas, rien du tout or pas du tout, the disjunctive pronouns, the present tense and the pronoun subject on, mistakes with avoir mal or avoir soif are related to mistakes with:

quel temps fait-il? $\phi = .1564$

the time of day $\phi = .2025$

the future $\phi = .1767$

chiffres $\phi = .1513$

falloir $\phi = .1534$

The use of the definite article with days of the week has only 2 relationships. It, as already mentioned, is related to the present tense and the partitive II where $\Phi = .1855$.

Like avoir mal or avoir soif, quel temps fait-il? is related to 10 other types of errors. Four of these have already been mentioned: rien du tout or pas du tout, à before cities, the definite article before titles and avoir mal or avoir soif. The other 6 are:

doux or froid $\phi = .2252$

the time of day $\phi = .1826$

the relative pronouns $\phi = .1534$

chiffres ϕ = .1724

falloir ϕ = .1679

the comparison ϕ = .2117

Students who do not know how to use il fait to translate expressions about the weather also do not know:

ne....jamais or ne....nullement ϕ = .2354

the indirect object ϕ = .1715

the conjunctions requiring the subjunctive ϕ = .2278

doux or froid ϕ = .2461

pouvoir ϕ = .2312

interrogative qui or que ϕ = .1764

More than twice as many relationships are found for those who did not know doux or froid: the elliptical answer, ne....jamais, the indirect object, the subjunctive, the conjunctions requiring the subjunctive, small letters for titles, quel temps fait-il?, il fait, which have already been mentioned, and

the relative pronouns ϕ = .1580

ce subject of être ϕ = .1539

pouvoir ϕ = .2338

the comparison ϕ = .1783

the conditional perfect ϕ = .1508

Not knowing how to express the time of day in French is related to:

the present tense ϕ = .1581

avoir mal or avoir soif ϕ = .2025

quel temps fait-il? ϕ = .1826

the agreement of the passé composé ϕ = .1644

falloir ϕ = .1735

Students who make errors with the partitive I (failure to express some or any by de and the definite article or by de alone) tend to make 7 other types of errors:

ne....jamais or ne....nullement ϕ = .2058

the conjunctions requiring the subjunctive ϕ = .1961

y and en ϕ = .1562

the relative pronouns ϕ = .1911

the particular use of the imperfect ϕ = .1702

pouvoir ϕ = .1884

the comparison ϕ = .1512

Three negative relationships exist for the partitive II (mistakes with the adverbs of quantity). Two have already been mentioned, those with ne....jamais and the indirect object, and the third is with pouvoir where Φ = -.1521. Its positive relationships with rien du tout or pas du tout, ne....plus, the direct object, the present tense, the imperative, the subjunctive, and the definite article with days of the week have already been shown. It is also related to:

the future ϕ = .2320

the agreement of the passé composé ϕ = .2060

falloir ϕ = .2327

the demonstrative pronoun ϕ = .2752

the infinitive ϕ = .2135

Five of the 14 relationships which exist for y and en have been mentioned, those with ne....jamais, the indirect object, the subjunctive, the conjunctions requiring the subjunctive and the

partitive I. The remaining relationships are with:

the relative pronouns $\phi = .2796$

ce subject of être $\phi = .2343$

the agreement of the passé composé $\phi = .2279$

the particular use of the imperfect $\phi = .1585$

chiffres $\phi = .1670$

falloir $\phi = .2333$

devoir $\phi = .1831$

the comparison $\phi = .2051$

the conditional perfect $\phi = .1647$

We have already seen most of the relationships of the relative pronouns, those with ne....jamais, the indirect object, the subjunctive, the conjunctions requiring the subjunctive, quel temps fait-il?, doux or froid and y and en. There are also 8 other errors made by students who do not know the relative pronouns:

ce subject of être $\phi = .1631$

the particular use of the imperfect $\phi = .1779$

falloir $\phi = .2082$

devoir $\phi = .2734$

pouvoir $\phi = .2393$

the comparison $\phi = .1861$

qu'est-ce qui $\phi = .2382$

the conditional perfect $\phi = .1889$

There are only 3 relationships we have not seen with the future:

the agreement of the passé composé $\phi = .1575$

falloir $\phi = .1606$

the partitive II $\phi = .2320$

The other relationships were with the present tense, the subjunctive, the pronoun subject on, à alone before cities and avoir mal or avoir soif.

The significant Phi coefficients for most of the relationships of ce subject of être have also already been given, those with ne... jamais, the disjunctive pronouns, the subjunctive, the conjunctions requiring the subjunctive, à alone before cities, the definite article before titles, il fait, y and en and the relative pronouns. The remaining 5 relationships are with:

the agreement of the passé composé $\phi = .2154$

falloir $\phi = .1857$

pouvoir $\phi = .1889$

qu'est-ce qui $\phi = .1689$

the conditional perfect $\phi = .1810$

Having mentioned the relationships between the agreement of the passé composé and rien du tout or pas du tout, the direct object, the subjunctive, the time of day, the partitive II, y and en, the future and ce subject of être, only 3 relationships remain:

falloir $\phi = .2465$

the conditional perfect $\phi = .1676$

the verbs conjugated with être $\phi = .2415$

Not knowing the use of the imperfect is related to only one other error, those with the demonstrative pronoun. $\Phi = .1952$.

The two particular uses of the imperfect, with si to translate how about and for a continued action in the past, have a few more relationships. We have seen that they are related to ne.... jamais, the indirect object, the subjunctive, the conjunctions re-

quiring the subjunctive, the partitive I, y and en and the relative pronouns. There are also 2 others:

devoir ϕ = .2066

pouvoir ϕ = .1534

Those students who did not make the adjective agree also made 3 other mistakes with:

the indirect object ϕ = .1726

the subjunctive ϕ = .1734

the comparison ϕ = .1597

It was found that those who did not master the lesson on chiffres also consistently made four other errors with:

à alone before cities ϕ = .1630

avoir mal or avoir soif ϕ = .1513

quel temps fait-il? ϕ = .1724

y and en ϕ = .1670

The greatest number of relationships was found for falloir.

We have already seen 15 of them with: rien du tout or pas du tout, the direct object, the disjunctive pronouns, the present tense, the subjunctive, the conjunctions requiring the subjunctive, à alone before cities, the time of day, avoir mal or avoir soif, the partitive II, y and en, the relative pronouns, the future, ce subject of être and the agreement of the passé composé. There are also 7 other relationships with:

devoir ϕ = .1955

the comparison ϕ = .1963

the demonstrative pronoun ϕ = .1995

the pluperfect ϕ = .1851

the conditional perfect $\phi = .1591$

the verbs conjugated with être $\phi = .1757$

quel temps fait-il? $\phi = .1679$

Besides the relationships we have seen with the present tense, the imperative, the subjunctive, y and en, the relative pronouns, the particular use of the imperfect and falloir, devoir is related to:

the comparison $\phi = .1643$

the pluperfect $\phi = .1815$

the conditional perfect $\phi = .1911$

Knowing the use of pouvoir seems to interfere with learning 3 other items. As we have seen, it is negatively related to the direct object and the partitive II. It is also negatively related to the demonstrative pronoun where $\Phi = -.1777$. The Φ coefficients for its positive relations with ne....jamais, the indirect object, the conjunctions requiring the subjunctive, il fait, doux or froid, the partitive I, the relative pronouns, ce subject of être and the particular use of the imperfect have already been given. The remaining two are:

the comparison $\phi = .1644$

qu'est-ce qui $\phi = .1710$

Students who use adjectives instead of adverbs tend to make errors with the subjunctive and à alone before cities.

Other mistakes made with adverbs are related only to the use of the pronoun subject on to translate the passive voice. $\Phi = .1574$.

There are only 2 relationships for the comparison that we have

not seen. $\Phi = .2110$ with the pluperfect and $.1642$ with the conditional perfect. The other relationships were with the elliptical answer, the indirect object, the subjunctive, the conjunctions requiring the subjunctive, quel temps fait-il?, doux or froid, the partitive I, y and en, the relative pronouns, the agreement of the adjective, falloir, devoir and pouvoir.

Both the Φ coefficients for the two relationships of the interrogative pronouns qui and que have been given. They were with ne....pas and il fait.

Similarly we have already seen that qu'est-ce qui is related to the subjunctive, the conjunctions requiring the subjunctive, the relative pronouns, ce subject of être and pouvoir.

One negative relationship exists for the demonstrative with pouvoir. All the positive relationships with rien du tout, ne....plus, the direct object, the present tense, the disjunctive pronouns, the imperative, the partitive II, the imperfect and falloir have been shown.

Only one relationship for the infinitive remains to be seen. Besides being related to rien du tout, ne....plus, the direct object, the present tense, the subjunctive, à alone before cities and the partitive II, the infinitive is related to the conditional perfect where $\Phi = .1517$.

The possessive is the only item of the 49 categories that is not related to at least one other item.

As one might expect, students who do not know the pluperfect also make errors with the conditional perfect. $\Phi = .2241$ for these two. The pluperfect's other relationships were with the di-

rect object, small letters for titles, falloir, devoir and the comparison.

The Phi coefficients have been shown for all 12 of the relationships of the conditional perfect. They were with the interrogative, the subjunctive, the conjunctions requiring the subjunctive, y and en, the relative pronouns, ce subject of être, the agreement of the passé composé, falloir, devoir, the comparison, the infinitive and the pluperfect.

The last item, the verbs conjugated with être, had only 2 relationships, with falloir and the agreement of the passé composé.

3. Clusters of errors.

Because of the large number of relationships obtained for several of the items in the previous section, the results do not seem to be too rewarding. There are, however, several clusters of items which are interrelated and these clusters are possibly of more interest than the longer lists found under the heading of relationships. The difference between clusters and ordinary relationships can be explained in the following way: if students who get item 1 wrong also tend to make errors with items 2, 3 and 5, then we say these are related. However, those who do not know item 2 do not necessarily make an error with item 5, for example. If 2 has a high relationship with 1 and 3 and 1 and 3 also have a high relationship, we can group them together in a cluster.

Placing the Phi coefficients on graph paper for easier reading gave the following clusters of interrelated items:

1. the elliptical answer, the negative ne...jamais, the indirect object, the conjunctions requiring the subjunctive and knowledge of doux or froid;
2. the negative rien du tout, the negative ne...plus, the present tense, the imperative, the partitive II and the demonstrative pronouns;
3. the negative ne...jamais, the indirect object, the conjunctions requiring the subjunctive, doux or froid, the relative pronouns, the particular use of the imperfect (see p. 21) and pouvoir;
4. the negative rien du tout, the direct object, the present tense, the imperative and the partitive II;

5. rien du tout, the disjunctive pronouns, the present tense, avoir mal or soif and falloir;
6. the conjunctions requiring the subjunctive, the partitive I, y and en, the relative pronouns and the particular use of the imperfect;
7. the present tense, the subjunctive, the partitive II, the future and falloir;
8. the subjunctive, the partitive II, the future, the agreement of the past participle and falloir;
9. the subjunctive, the conjunctions requiring the subjunctive, y and en, the relative pronouns, ce subject of être, falloir, the comparison and the conditional perfect;
10. the subjunctive, y and en, ce subject of être, the agreement of the past participle, falloir and the conditional perfect;
11. rien du tout, the direct object, the partitive II, the agreement of the past participle and falloir;
12. the subjunctive, the conjunctions, y and en, the relative pronouns, the particular use of the imperfect and devoir;
13. the subjunctive, y and en, the relative pronouns, falloir, devoir, the comparison and the conditional perfect;
14. the indirect object, the conjunctions, doux or froid, the relative pronouns, pouvoir and the comparison;
15. falloir, devoir, the comparison, the pluperfect and the conditional perfect.

PART III

RESULTS

At first glance, from the point of view of the instructor seeking to improve teaching and examination methods, the results obtained in the Phi coefficient analysis do not seem to be of too much value. However, the fact that students who make one error also tend to make certain other errors could be useful in drawing up exercises for the language laboratory or the classroom.

Further, one might think the fact that many related items occur in clusters would indicate that these items should be taught together. Whether this is true or not would have to be proven by experiments in teaching these related items together. Some thought should certainly be given to what to do with the items which show a negative relationship. Should they be taught together or as far apart as possible? In any case, the present study should be continued for perhaps two more years and then all the data from four years should be run through the IBM machine to see if the relations remain the same or not, before one could recommend that related items be taught together.

The study of the significant differences in the frequencies of errors from one year to the next does suggest that more care should be given by examiners in determining which points of grammar should be tested. In all there were 26 proportions of errors which were not significantly different in 1962 and 1963. Where a difference exists they can be compared to the percentages for 1964 to find out which is closer to the real percentage we should expect. It should be pointed out ^{that} because they became available only a short

time ago, the 1964 examination papers did not figure in the original study. However, 150 papers have been examined for the purpose of establishing what one might call the average expected percentage of error wherever there is a significant difference between 1962 and 1963.

Avoir mal proves to be not too comparable with avoir soif. When we look at avoir peur in 1964, we see no mistakes at all, which is much closer to the 1.6% for avoir soif than the 11% for avoir mal. This is perhaps due to the fact that mal appears as a noun and an adverb and in general has more uses than soif or peur.

A check of the indirect object indicates that 1962 presents a truer picture. The 1962 percentage of 29.7% compares favorably with the 32.1% found in 1964. The low percentage of 17.2% in 1963 is likely due to the fact that this item was tested only once on the 1963 paper.

The percentage of mistakes with lesquelles seems to be unpredictable. A significant difference is found for all 3 years. The errors, however, seem to be diminishing as shown by the percentages of 69.2% in 1962, 59.2% in 1963 and 44.6% in 1964.

The 1963 percentage of 11.2% for que, relative pronoun, seems a little high since 5% was found in 1962 and 5.4% in 1964.

The percentage of 71.6% observed for de alone before an adjective is far out of line when we compare it to the 22% for 1963 and the 18% for 1964. This percentage is no doubt due to the more difficult construction required in 1962, She has beautiful blue eyes. (Elle a de beaux yeux bleus.).

The error percentage of 19.3% observed in 1964 for ce subject

of être would indicate that the 17.8% observed in 1963 is closer to the percentage one could expect than the 9.2% observed in 1962.

The lower 9.6% recorded for combien de in 1963 indicates that this expression is more easily learned than the use of combien without de which had an error percentage of 17.2% in 1962 and 12.6% in 1964. Learning the former no doubt interferes with learning the latter.

The error percentages for the position of the adjective, like those for lesquelles, seem to be unpredictable. The different percentages here, however, are no doubt dependent on the different adjectives involved. Whenever dernière enters the picture, we have a higher percentage.

The 16.6% observed for the comparison in 1964 would indicate that the 12.4% for 1963 is closer to the average than the 27.2% of 1962.

The same is true of the superlative. The 11.2% observed in 1963 is very close to the 12.6% of 1964. The high 42.8% in 1962 is due to the less common item the slightest, la moindre, which students naturally found more difficult than the best, le meilleur, which occurs much more frequently in French.

The negatives seem to be generally unpredictable. Ne...pas is very close in 1963 and 1964, 4.3% and 4.6%, but the others all show significant differences.

Mistakes with il fait vary so much from year to year that they are also unpredictable.

The reflexive imperative in 1963 is no doubt the cause of the higher 22.4% for that year. The 9.4% of 1962 compares favorably with the 6% of 1964.

Mistakes with the imperfect seem to be on the rise as shown by the high 63.5% in 1964. the same is true of the subjunctive.

Practically the same percentages were found for the pluperfect in 1963 and 1964, 37.2% and 37.3%, indicating that the 48.4% for 1962 is a little high.

In setting examinations examiners should decide which are the principal features of structure to be tested and not give an unduly high proportion of marks to points of vocabulary which may, from the student's point of view, be largely a matter of luck. Using la moindre, the slightest, as a test of the student's knowledge of the superlative is a good example. Also a sentence like She has beautiful blue eyes., Elle a de beaux yeux bleus., is too difficult a test of the student's knowledge of the use of some or any before an adjective in French. Unless more drill is given in using the various adverbs of quantity, words like autant should be avoided on final examinations. Students already have enough difficulty with words like trop and tant. The use of si plus the imperfect to express proposed action should also be avoided. It appears only once or twice in Reflex French and it would seem to be a matter of luck that 17.6% got it right in 1962. Expressions like A quoi bon? and De quoi s'agit-il? also fall into this category. These are all items that even half of the first-class students do not know.

The most rewarding part of this study, from the practical point of view of the instructor, is Part I. The results show the difficult items which must be recognized so that instructors can stress the basic features of French that really require teaching.

Errors to which instructors should give more class-time can be determined in one of two ways. We could take the average failure rate in the course as a guide and say that any error with a percentage greater than 24.1% needs more attention or we could take the average percentage error for the two years, 25.8%. The two figures are very close in any case. Perhaps a compromise of 25% would be best. Those errors with a percentage greater than 25% include:¹ the imperfect for an action which had been going on

and still was	69.4%
the relative pronouns <u>dont</u> , <u>lequel</u> and <u>ce qui/ce que</u> ...	56.9%
<u>devoir</u>	55.9%
the future after <u>quand</u>	50.0%
the subjunctive.....	48.1%
<u>pouvoir</u>	42.6%
the pluperfect.....	40.9%
the conditional perfect.....	40.1%
the agreement of the adjective.....	39.4%
the agreement of the <u>passé composé</u>	37.3%
<u>de</u> alone before an adjective.....	37.0%
the present tense for an action started in the past and still going on.....	33.7%
<u>de</u> alone after a negative.....	33.5%
<u>de</u> alone before <u>autres</u>	32.0%

1. Where a significant difference exists, we have taken into account the figures for 1964. Errors are listed according to highest average frequency.

the negative <u>rien du tout</u>	31.9%
the imperfect.....	31.7%
<u>falloir</u>	31.0%
<u>quel temps fait-il?</u>	30.5%
the order of pronouns.....	30.0%
various expressions with the time of day as listed in Appendix II for 1963.....	29.0%
the indirect object.....	26.0%

Assuming that the object of the course is to teach French effectively to all students, and to reduce the failure rate, the results from 1962 and 1963 suggest that on the basis of their frequency the following additional points should be stressed:

the use of the definite article before titles.....	17.4%
the uses of the infinitive.....	17.0%
the use of the definite article to generalize a noun...	15.5%
the verbs conjugated with <u>être</u>	12.0%

Students should also be given more opportunity to use various expressions such as to be sick - être malade, avoir envie de, se faire couper les cheveux, avoir quelque chose plus à before an infinitive, verbs which are transitive in French and intransitive in English, être de retour, se fâcher and quelques-uns which all have high error percentages.

CONCLUSIONS

This study shows that students who make certain errors do tend to make certain other errors and precisely what those errors are. The exact nature of the relationship between these different types of errors goes beyond the scope of the present study whose aim was simply to discover if such relationships did exist. The results might, however, form the basis of other interesting studies of this sort in order to discover exactly what the nature of these relationships is.

The study of the significant differences shows that over half of the errors are in the same proportion in the two years under study and indicates what percentages of errors one can expect in French 200 as the course is now taught. According to the 1963 report of the General Faculty Council Committee on Failure Rates, the overall average failure rate in large, sectioned, first-year courses is 17 to 18%. The present study shows that not only was the failure rate in French 200, in the years under consideration, 24%, but that this 24% was responsible for 37.5% of all the errors in the grammar part of the final written examination.

These students for the most part are still trying to translate word for word. They are the ones who come up with translations like: #aujourd'hui est samedi for today is Saturday; #le 9 heures et demie avion for the 9 o'clock plane; #Je ne vous veux pas le faire. for I don't want you to do it. and other incorrect word for word translations. Obviously, if the failure rate in French 200 is to be reduced, instructors must make a greater effort

to make students aware of structural differences between French and English and devote more time to those items singled out in Part III of this study.

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APPENDIX I
THE FINAL EXAMINATION PAPERS
UNIVERSITY OF ALBERTA
FRENCH 200

April 28, 1962

Time: 3 hours

IV. Traduisez en français:

1. Here is a conversation between two foreign students in Edmonton.
2. -- Although it is late, let's go out.
3. -- What is the weather like?
4. -- It is a mild evening.
5. -- What are we waiting for? Are you ready to go?
6. -- The sooner the better.
7. -- What do you feel like doing?
8. -- What do you suggest? There is not much to do in this town.
9. -- Suppose we went to a movie?
10. -- Cinemas are closed on Saturdays.
11. -- No, not at all, only on Sundays.
12. -- Then let's go. Let's take your car.
13. They leave but find that the movies are no longer open.
14. -- There is no understanding it!
15. -- These are difficulties you will get used to.
16. -- I realize it as well as you do.
17. -- What can we do about it?
18. -- I haven't the slightest idea.
19. -- Do you like beer? I'm thirsty.
20. -- That's a wonderful idea.
21. -- Do you know this part of town?

22. -- Yes, there is nothing here, absolutely nothing.
23. -- We could try just the same.
24. -- No, I'd rather we went to the Macdonald Hotel.
25. -- I'm willing. I like that place.
26. -- Five minutes later; it is now eleven fifteen.
27. -- You must speak distinctly so that you may be understood.
28. -- Waiter! We will have two bottles of Pilsner.
29. -- Do you know how much they will cost us?
30. -- Ninety cents. Will we have to wait much longer?
31. -- Here he comes. What tip shall I give?
32. -- You usually give about twelve per cent.
33. -- What a pity you did not come to class yesterday!
34. -- It was a quarter to two and Professor Bonnot had not yet arrived.
35. -- Was he ill? What had happened to him?
36. -- The door opened and another professor walked in.
37. He shut the door, sat down behind the desk and asked Marie when Louis the Fourteenth was born.
38. -- She has beautiful blue eyes; what did she answer?
39. -- What would you have said? She did not know the answer.
40. He said that pretty girls have to prepare their lessons like everybody else.
41. -- He did not have the nerve to tell her that!
42. -- Yes; but Marie explained that she was by no means ill prepared.
43. She said that it was he who owed her an apology.
44. -- Did he tell her to go and see the Dean?

45. -- No, because he understood that he must have got the wrong classroom.
46. Then Professor Bonnot arrived and talked about absent-minded professors.
47. But... where is my glass? Where is yours?
48. -- The waiter just took them away. Today is Saturday and it is midnight.
49. -- That should not be allowed!
50. There was a long silence; then they got up and made for the exit.

UNIVERSITY OF ALBERTA

FRENCH 200

April, 1963

Time: 3 hours

I. Translate into French:

1. He's the winner. It's not fair.
2. Do you know any good jokes?
3. How long does it take to go from Calgary to Edmonton?
4. Where's the book you were telling me about?
5. Paul and I shall arrive on the 12th about noon.
6. She is the best student in the class.
7. He was mowing the lawn when the phone rang.
8. Did you find the right answer?
9. When did you get your hair cut?
10. When does his train arrive? At 2:40 a.m.
11. I could not go out, I had a sore throat.
12. Those are things he will get used to.

13. I did not make as many mistakes as last time.
14. She has been sick for two months.
15. What was he doing there at that hour?
16. The police found the papers while searching the apartment.
17. If I had known, I would not have done it.
18. I saw a friend of yours last week.
19. Who told you? No one.
20. What's the use of getting angry?
21. How long have you been in Edmonton?
22. I don't want this one. Have you any others?
23. Don't you ever listen to her?
24. What's going on? Not much.
25. Let's go and ask them for it.
26. What would you do if you were given a thousand dollars?
27. Don't go away, we shall need you.
28. She drives much faster than he does.
29. It's the best book we've ever read.
30. Fortunately, I had already thought of it.
31. Nothing can be done about it.
32. I don't know what is stopping you.
33. They are taking the 9:30 plane.
34. We were to leave on Saturday, but we stayed home.
35. Where do you come from? From England.
36. Three out of four look alike.
37. I don't feel like talking politics anymore.
38. I do not want you to do it before I get back.
39. What was the weather like in Banff yesterday? It was cold.

40. What's it all about? Nothing at all.
41. Professor Fabre will be back in half an hour.
42. His father is an engineer, but he wants to be an actor.
43. It is eight o'clock sharp and she has not arrived yet.
44. "I won't have any coffee, thanks", he said.
45. They will have lots of questions to ask us.
46. He had been working on it for several hours.
47. I have a few left. Do you want one or two?
48. We studied French for two hours last night.
49. When you get home, I'll be gone.
50. Where are those cigarettes you bought me yesterday?

UNIVERSITY OF ALBERTA

FRENCH 200

April, 1964

Time: 3 hours

I. Traduisez en français:

1. He will see you when he has finished his homework.
2. Whose pen is this? Where is the one I borrowed from her?
3. It's no use talking about it. I'm all in.
4. How much does a sack of potatoes cost? -- Forty-five cents a sack.
5. Have you any good cigarettes? -- Yes, have you a light?
6. She's a lawyer's daughter and he's an actor.
7. There must be something more interesting.
8. He always arrived around ten minutes to nine.
9. That's the most beautiful song I've ever heard.
10. Before leaving they should have closed the windows.
11. They were asked to come back the following day.

12. Here's the point on which we didn't agree.
13. Listen to her, she's describing the countries she visited last summer.
14. You never told him? -- Yes, I did.
15. I'm afraid it will be cold tomorrow.
16. They (stress they) threatened her.
17. There are more than fifty people waiting.
18. Tell her we've been working here for half an hour.
19. If he had worked, he wouldn't have had any difficulties.
20. She's about thirty, we think, but we may be mistaken.
21. Could you show me the best hotel in town?
22. Where do you come from? How far are you going?
23. What's making you laugh? -- Nothing, nothing at all.
24. When I had finished mine, I lent them to him.
25. I did not say anything because I didn't see anyone I knew.
26. That's all we need for a start.
27. The police had been following her for a long time.
28. They think he is guilty, but they have no proof.
29. How long has he been in Edmonton?
30. Next time you must do it faster and better.

APPENDIX II
A BREAKDOWN OF THE ERRORS ACCORDING
TO CLASS MARK

1962	Occurrence	Firsts 31	Seconds 77	Thirds 88	Failures 54	Total 250	Percentage
Lesson I Voici - Voilà							
le voici qui arrive	1	5	27	46	56	134	53.6
voilà for il y a	1			3	5	8	3.2
Lesson II Negation							
ne....pas	7		7	13	14	34	1.8
elliptical answer	1	1	8	4	13	26	10.4
pas du tout	1		10	10	4	24	9.6
ne....plus	1		4	5	5	14	5.6
nullement	1	3	23	56	59	141	56.4
Lesson III Interrogative word order	13		3	28	31	62	1.9
Lesson IV Pronouns							
direct object	1		1	3	1	5	2.0
indirect object	4	12	50	138	97	297	29.7
order of pronouns	1	2	13	27	27	69	27.6
disjunctive pronouns	1	1	4	11	20	36	14.4
Lesson V Present Tense used instead of the past tense	9	4	30	96	121	251	11.1
past tense instead of the present	3		12	24	24	60	8.0
Lesson VI Imperative	3	3	11	27	30	71	9.4
Lesson VII Subjunctive conjunctions taking the subjunctive	6	13	83	221	262	579	38.6
bien que	1		1	15	27	43	17.2
pour que	1	3	17	40	41	101	40.4
Lesson VIII The Pronoun subject <u>ON</u>	1	2	8	14	4	28	11.2
Lesson IX Definite Article to generalize a noun	2	1	19	27	21	68	13.6
Lesson X Definite Article							
à for cities	1		4	10	11	25	10.0
before titles	2	1	17	37	34	89	17.8
small letters for titles	2	1	28	65	50	144	28.8

Type of error	Occurence	Firsts 31	Seconds 77	Thirds 88	Failures 54	Total 250	Percentage
Lesson XI Definite Article							
avoir soif	1		1		3	4	1.6
with days of the week	2		12	23	36	71	14.2
Lesson XII Impersonal Verbs							
quel temps fait-il?	1	1	16	23	33	73	29.2
il fait...	1		17	32	27	76	30.4
doux	1		14	22	34	70	24.0
il y a	1		4	10	15	29	11.6
time of day	4	15	50	102	113	280	28.0
Lesson XIV Partitive I							
some	1			12	22	34	13.6
<u>de</u> before an adjectival		5	44	65	65	179	71.6
Lesson XV Partitive II							
beaucoup	1	1	2	13	11	27	10.8
Lesson XVI Y	2	5	28	43	37	113	22.6
Lesson XVII and XXVII							
Relative Pronouns							
que	5		9	23	31	63	5.0
qui	1		2	2	7	11	4.4
auxquelles	1	3	30	78	62	173	69.2
Lesson XVII Future	3	3	32	72	56	163	21.7
Lesson XVIII <u>Ce</u> subject of <u>être</u>	4	3	11	34	44	92	9.2
Lesson XIX Passé Composé							
agreement	3	6	57	116	89	268	35.7
Lesson XX Imperfect							
used instead of the							
passé composé	17	3	38	119	110	270	6.3
other tense instead	7		20	20	44	84	4.8
<u>si</u> and the imperfect							
for <u>how about</u> ...	1	11	57	78	60	206	82.4
Lesson XXII & XXIII							
The Adjective							
agreement	4	7	52	96	139	294	29.4
place	4	6	10	32	40	88	8.8

Type of error	Occurrences	Firsts 31	Seconds 77	Thirds 86	Failures 54	Total 250	Percentage
prêt à	1	8	42	60	56	166	66.4
Lesson XXV Chiffres							
quatre-vingt-dix	1	1	4	5	16	26	10.4
douze	1	1		5	6	12	4.8
quatorze	1			3	4	7	2.8
pour cent	1			13	17	30	12.0
Lesson XXVI							
Falloir	1		15	25	39	79	31.6
Devoir	4	8	90	142	161	401	40.1
Pouvoir	1	9	32	57	56	154	61.6
Lesson XXVIII The Adverb							
adjective used instead	2	4	27	49	53	133	26.6
<u>si</u> after a negative	1	7	39	65	59	170	68.0
seulement	1		13	27	20	60	24.0
combien	1		11	14	18	43	17.2
Lesson XXIX The Comparison							
adverb	3	3	8	78	115	204	27.2
adjective - superlative	1	4	15	41	47	107	42.8
Lesson XXXI Interrogative							
Adjectives	2	2	7	15	22	46	9.2
Pronouns - que	5	8	12	25	28	73	5.8
qu'est-ce qui	1	7	25	50	47	129	51.6
Lesson XXXII Demonstrative							
ce, cet, cette	3		10	21	16	47	6.2
Lesson XXXIII infinitive	2	4	7	37	40	88	17.6
Lesson XXXIV Possessive							
le vôtre	1	1	3	6	7	17	6.8
leurs	1		5	7	6	18	7.2
votre	1			1	7	8	3.2
Lesson XXXV							
plus perfect	2	6	62	91	83	242	48.4
conditionnal perfect	1	2	23	33	43	101	40.4
Verbs							
with être	6	5	39	67	76	187	12.4

Type of error	Occurrence	Firsts 31	Seconds 77	Thirds 83	Failures 34	Total 250	Percentage
sortir	1	1	2	6	11	20	8.0
partir	1		7	13	14	34	13.6
parler (dire instead)	1			6	8	14	5.6
Other Mistakes							
demander <u>à</u> quelqu'un	1	1	16	25	34	76	30.4
savoir - <u>connaître</u>	2		17	23	23	63	12.6
prendre - to have a drink	1	2	15	29	37	83	33.2
to be sick	1	1	15	28	27	71	28.4
se tromper de	1	8	22	45	53	128	51.2
attendre - to wait <u>for</u>	1	3	12	22	21	58	23.2
avoir envie <u>de</u>	1	3	29	42	49	123	49.2
avoir qlch <u>à</u>	1	5	29	50	31	115	46.0
s'habituer <u>à</u>	1		10	34	42	86	34.4
about	1	6	42	72	65	175	70.0
just the same	1	2	24	56	59	141	56.4
entre	1		7	22	18	47	18.8
to happen	1		11	20	18	49	19.6
d'habitude	1	1	15	35	44	95	38.0

1963

Type of error	Occurrence	Firsts 31	Seconds 77	Thirds 88	Failures 54	Total 250	Percentage
Lesson II Negation							
ne....pas	7	2	21	22	30	75	4.3
elliptical answer	1			3	4	7	2.8
ne....plus	1	7	23	34	20	84	33.6
rien du tout	1	5	25	43	35	108	43.2
ne....jamais, jamais	2	9	19	18	27	73	14.6
Lesson III Interrogative							
depuis quand	1	2	11	8	11	32	12.8
word order	15	2	9	23	23	57	1.5
Lesson IV Pronouns							
direct object	3	4	25	40	33	102	13.6
indirect object	1	2	6	19	16	43	17.2
order of pronouns	2	16	44	47	59	166	33.2
disjunctive pronouns	3	20	15	43	35	113	15.0
Lesson V Present Tense							
used instead of the past tense	9	12	51	46	110	269	11.9
past tense instead of the present	3	4	8	34	35	81	10.8
action still going on	2	5	38	54	60	157	31.4
Lesson VI Imperative							
	2	12	23	44	33	112	22.4
Lesson VII Subjunctive							
conjunctions taking the subjunctive	3	21	91	131	106	349	46.5
	1			15	13	28	11.2
Lesson VIII The Pronoun							
subject <u>ON</u>	1	1	10	7	14	32	12.8
Lesson IX Definite Article							
to generalize a noun	1	1	9	17	18	45	18.0
Lesson X Definite Article							
omitted after <u>de</u>	1	13	26	29	22	90	36.0
omitted in adjectival phrases	1	8	38	46	33	125	50.0
<u>à</u> for cities	2		13	16	26	55	11.0
before titles	1		11	21	11	43	17.2
small letters for titles	1	2	5	4	6	17	6.8
small <u>f</u> for <u>français</u>	1	1	1	4	6	12	5.0

Type of error	Occurrence	Firsts 31	Seconds 77	Thirds 88	Failures 54	Total 250	Percentage
Lesson XI Definite Article							
avoir mal	1	1	9	11	7	28	11.2
for parts of the body	1		5	5	4	14	5.6
omitted before days of the week	1	6	25	30	35	96	38.4
Lesson XII Impersonal Verbs							
quel temps fait-il?	1	3	18	30	31	82	32.8
il fait	1			7	6	13	5.2
froid	1			12	6	18	7.2
time of day	4	9	34	42	28	113	11.3
A.M.	1	8	37	69	45	159	63.8
demie	1	2	16	21	25	64	25.6
on the 12th	1	3	6	27	27	63	25.2
about noon	1	6	8	17	21	52	20.8
demi-heure	1	1	19	38	18	76	30.4
Lesson XIII Indefinite Article							
omitted after être	1	4	13	19	32	68	27.2
Lesson XIV Partitive I							
some	1	1	7	12	16	36	14.4
de before autres	1	4	22	31	25	82	32.8
de before an adjective	1	5	8	23	19	55	22.0
de after a negative	1	2	15	27	21	65	26.0
Lesson XV Partitive II							
autant	1	19	45	74	46	184	73.6
de after autant	1	1	12	13	10	36	14.4
Lesson XVI Y and En							
y with penser à	1	4	33	61	37	135	54.0
on n'y peut rien	1	1	10	17	6	34	13.6
y for "on it"	1	1	20	47	40	108	43.2
en	2	13	58	94	82	247	49.4
Lesson XVII & XXVII Relative Pronouns							
que	2	3	16	20	17	56	11.2
dont	1	4	24	36	31	135	54.0
auxquelles	1	5	35	62	46	148	59.2
ce qui	1	3	35	64	33	135	54.0
Lesson XVII Future							
after quand	5	12	26	58	59	155	12.4
	1	5	20	30	36	91	36.4

Type of error	Occurences	Firsts 31	Seconds 77	Thirde 88	Failures 54	Total 250	Percentage
Lesson XVIII <u>Ce</u> subject of <u>être</u>	5	19	45	82	69	215	17.8
Lesson XIX Passé Composé							
agreement	3	18	63	87	65	233	31.0
other tense instead	11	17	53	87	70	227	8.2
Lesson XX Imperfect							
used instead of the							
passé composé	11	4	38	61	32	135	4.9
other tense used							
instead	7	22	104	188	155	469	26.8
for what had been							
happening	1	12	50	66	44	172	68.8
Lessons XXII & XXIII							
The Adjective							
agreement	4	22	59	89	95	265	26.5
place	4	2	27	59	37	125	12.5
adverb instead	2		19	41	21	81	16.0
Lesson XXV Chiffres							
out of - <u>sur</u>	1	3	10	7	16	36	14.4
deux	1			2	2	4	1.6
vingt	1	1	1	3	2	7	2.8
quatre	1		1	1	1	3	1.2
mille	1		5	10	9	24	9.6
Lesson XXVI							
Falloir	1	6	17	55	39	117	46.8
Devoir	1	15	51	73	48	187	74.8
Pouvoir	1		12	18	11	41	16.4
Lesson XXVIII The Adverb							
adjective used instead	1	4	10	29	21	64	25.6
<u>hier</u> <u>soir</u>	1	3	12	30	29	74	29.6
much	1	6	48	74	61	189	75.6
lots	1		11	9	7	27	10.8
<u>combien</u> <u>de</u>	1	1	7	8	8	24	9.6
Lesson XXIX The Comparison							
adverb	1	2	1	17	11	31	12.4
adjective - superla-							
tive	2	4	7	20	25	56	11.2

Type of error	Occurrence	Firsts 31	Seconds 77	Thirds 83	Failures 54	Total 250	Percentage
Lesson XXX conditional	1	1	17	18	24	60	24.0
Lesson XXXI Interrogative Pronouns							
que	1	1	3	4	4	12	4.8
qu'est-ce qui	1	5	32	49	42	128	51.2
qui	1	1		5	4	10	4.0
Lesson XXXII Demonstrative							
cette	1	2	5	5		12	4.8
ces	1	7	23	36	29	95	38.0
celui-ci	1	5	13	22	21	61	24.4
Lesson XXXIII infinitive	3	3	23	38	60	124	16.5
Lesson XXXIV possessive	3	7	7	14	24	52	6.8
Lesson XXXV							
plus perfect	2	10	38	77	61	186	37.2
conditionnal perfect	1	4	20	38	34	96	38.4
present participle	1	1	8	32	31	72	28.8
future perfect	1	4	16	29	21	70	28.0
Verbs							
with <u>être</u>	4	9	36	41	42	128	12.8
sortir	1	2	3	4	1	10	4.0
partir	1		15	31	29	75	30.0
parler (dire instead)	1	1	12	44	26	83	33.2
Other Mistakes							
demandeur <u>à</u> quelqu'un	1		2	5	3	10	4.0
savoir - connaître	1		7	10	8	25	10.0
prendre - to have a drink	1		12	16	11	39	15.6
to be sick	1	1	13	32	30	76	30.4
écouter - to listen	1						
to	1	3	18	26	20	67	26.8
avoir envie de	1	2	25	54	45	126	50.4
avoir qlch <u>à</u>	1	2	26	39	32	99	39.6
s'habituer <u>à</u>	1		3	11	20	34	13.6
se faire couper les cheveux	1	9	36	60	41	146	58.4
- on n'y peut rien	1	1	27	41	33	102	40.8

Type of error	Occurrence	Firsts 31	Seconds 77	Thirds 88	Failures 54	Total 250	Percentage
être de retour	1	3	29	32	37	101	40.4
poser une question	1	1	6	19	14	41	16.4
se fâcher	1	2	20	47	37	106	42.4
à quoi bon?	1	16	48	69	47	180	72.0
se passer	1	12	52	66	46	176	70.4
se ressembler	1	7	19	39	32	97	38.8
tondre le gazon	1	1	8	30	27	66	26.4
quelques-uns	1	6	40	74	47	167	60.6
bonne - right	1	2	11	31	28	72	28.8
passé composé and pendant	1	3	24	45	33	105	42.0
de quoi s'agit-il?	1	12	56	75	49	192	76.8
il m'en reste ...	1	8	27	50	43	128	51.2
inversion after quotes	1	2	18	29	19	68	27.2
plusieurs	1	1	9	15	6	31	12.4

1964	Occurrence	Firsts 9	Seconds 26	Thirds 45	Failures 20	Total 150	Percentage
<hr/>							
Lesson II Negation							
ne....pas	3	1	6	9	5	21	4.6
elliptical answer	1		2	5	2	9	6.0
rien du tout	1		5	17	8	30	20.0
ne....rien	1	1	3	17	6	27	18.0
ne....personne	1		7	11	6	24	16.0
ne....jamais	1	1	6	9	10	26	17.3
Lesson III Interrogative word order	9	4	11	28	14	57	3.8
Lesson IV Pronouns							
direct object	3	2	8	26	22	58	12.8
indirect object	4	4	34	101	56	195	32.1
order of pronouns	2		4	18	5	27	9.0
disjunctive pronouns	1		7	27	12	46	30.6
Lesson V Present Tense action still going on	2	1	17	59	31	108	36.0
Lesson VI Imperative	2		3	10	5	18	6.0
Lesson VII Subjunctive	3	8	47	143	69	267	59.3
Lesson VIII The Pronoun subject ON	1			6	4	10	6.6
Lesson IX Definite Article to generalize a noun	1	1	8	16	9	34	22.6
Lesson X Definite Article <u>à</u> for cities	1		3	8	6	17	11.3
with nouns used distributively <u>le sac</u>	1	2	1	11	9	23	15.3
Lesson XI Definite Article avoir peur	1						0.0
<u>avoir</u> with age	1			3	3	6	4.0
Lesson XII Impersonal Verbs							
il est...	1	5	19	43	20	87	58.0
il doit...	1	1	2	15	1	19	12.6
il fait...	1	1	4	6	4	15	10.0
froid	1	1	2	7	4	14	9.3

Type of error	Occurrence	Firsts 9	Seconds 26	Thirds 45	Failures 20	Total 150	Percentage
Lesson XIII Indefinite Article omission after <u>être</u>	1		2	3	4	9	6.0
Lesson XIV Partitive I <u>du feu</u>	1	1	3	10	8	22	14.6
<u>de</u> before an adjective	1		5	18	4	27	18.0
<u>de</u> after a negative	2	1	21	69	33	124	41.3
Lesson XVI EN	2	1	6	26	13	46	15.3
Lesson XVII and XXVII Relative Pronouns							
que	5	2	9	23	7	41	5.4
qui	2		1	10	11	22	7.3
lequel	1	3	11	37	16	67	44.6
ce dont or ce que	1	2	15	48	24	89	59.3
Lesson XVII Future after <u>quand</u>	1		3	8	3	14	9.3
	1	3	15	58	20	96	64.0
Lesson XVIII <u>Ce</u> subject of <u>être</u>	3	5	14	46	22	87	19.3
Lesson XIX Passé Composé agreement	4	4	47	144	84	279	46.5
other tense instead	5		10	25	14	49	6.5
Lesson XX Imperfect other tense instead	3	16	58	144	68	286	63.5
for what had been going on	1	7	24	50	24	105	70.0
Lesson XXII & XXIII The Adjective agreement	3	4	16	53	31	104	23.1
place	3	7	20	73	23	123	27.3
Lesson XXV Chiffres quarante-cinq	1	1	4	3	2	10	6.6
cinquante	1		1	1	1	3	2.0
about 30	1	1	18	56	27	112	74.6
Lesson XXVI Falloir	1	1	6	13	2	22	14.6
Devoir	2	10	31	75	43	159	53.0
Pouvoir	1	1	14	40	20	75	50.0

Type of error	Occurrence	Firsts 9	Seconds 26	Thirds 45	Failures 20	Total 150	Percentage
Lesson XXVIII The Adverb							
adjective used instead	2	1	12	37	11	61	20.3
<u>si</u> after a negative	1		8	19	12	39	26.0
combien	1		1	15	3	19	12.6
Lesson XXIX The Comparison							
adverb	2		12	24	14	50	16.6
adjective - superla- tive	2		8	20	10	38	12.6
Lesson XXXI							
Interrogative Pronouns							
qu'est-ce qui?	1	2	18	43	21	84	56.0
whose - <u>à</u> qui?	1		4	12	6	22	14.6
Lesson XXXII Demonstrative							
celui	1	2	15	46	21	84	56.0
celui & que	1		8	16	4	28	18.6
Lesson XXXIII							
infinitive	5	1	5	41	19	66	8.8
Lesson XXXIV Possessive							
les miens	1		5	17	8	30	20.0
Lesson XXXV							
plus perfect	2	1	26	57	28	112	37.3
conditionnal perfect	1	1	12	34	16	63	42.0
Other Mistakes							
demander <u>à</u> quelqu'un	1		9	26	18	53	35.3
demander <u>à</u> qlqn & <u>de</u>	1		5	19	12	36	24.0
dire <u>à</u> quelqu'un	2		6	13	10	29	19.3
savoir - connaître	1		1	5	1	7	4.6
jusqu'ou	1	4	14	35	18	71	47.3

APPENDIX III
PHI COEFFICIENTS

[illegible]

4248	01053	4249	00511	4343	±0000	4344	00404	4345	00360
4346	00566	4347	01169	4348	00897	4349	00015	4444	±0000
4445	01434	4446	00201	4447	00686	4448	00795	4449	00429
4545	±0000	4546	00948	4547	01166	4548	01517	4549	00763
4646	±0000	4647	±0000	4648	00622	4649	00660	4747	±0000
4748	±2241	4749	01367	4846	±0000	4849	00653	4949	±0000

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